

MAXIMIZING LEADERSHIP POTENTIAL BY CAPITALIZING ON CRISIS
MOMENTS

A THESIS

SUBMITTED TO THE FACULTY OF
GORDON-CONWELL THEOLOGICAL SEMINARY

IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE
DOCTOR OF MINISTRY

BY

JOHN ALLEN HOLMES

MAY, 2011

To my wife Tina, my biggest crisis and God's greatest gift.

CONTENTS

ABSTRACT	vii
CHAPTERS	
1. THE PROBLEM AND THE SETTING	1
Key Research Question	6
Hypotheses	6
Theological Framework	7
Literature Review	8
Project Design	8
Outcomes	11
2. THE THEOLOGICAL AND BIBLICAL FRAMEWORK	12
Understanding Leadership	12
The Development of a Leader	13
The Gift of Crisis	16
Training for Maximization	22
Character Studies	27
3. LITERATURE REVIEW	44
A Function of Character	44
Stages of Transformation	49
The Redemptive Model	52
Defining the Catalyst	54

Capitalizing on Crisis	56
Two Anecdotal Examples	60
Chapter Summary	67
 4. PROJECT DESIGN	 68
Assessment Timeframe	68
Training Curriculum	69
Project Preparation Phase	72
Project Implementation Phase	76
 5. PROJECT RESULTS	 78
Test Results	78
What is Leadership?	79
A Transformational Process	80
Limitations	82
Personal Discoveries	83
Can it be Trained?	84
 APPENDIX	
1. PROJECT SURVEY QUESTIONS	86
2. REDEMPTIVE LEADERSHIP TRAINING CURRICULUM	88
3. RESULTS OF PROJECT SURVEY	92
4. RESUME, DR. SARAH A. STAWISKI	93

BIBLIOGRAPHY	100
VITA	105

ABSTRACT

The purpose of this study is to determine if leaders can be trained to capitalize on crisis moments in order to maximize their leadership potential. The researcher's initial thought posits that a misunderstanding about crisis moments and an inability to process these moments in a way that is transformational hinders leadership development. Therefore, the researcher hypothesizes that training the ministerial staff at DayStar Christian Fellowship to understand the role of crisis moments in leadership development will result in maximizing their growth and development as leaders. The researcher believed this change in understanding would be measurable from pre-assessment to post-assessment. Once the research was complete it was determined that the redemptive leadership curriculum did increase the staff's understanding of the role of crisis moments in their personal leadership development empowering them to capitalize on these moments for their leadership development.

CHAPTER 1

THE PROBLEM AND THE SETTING

The church in America has a leadership crisis. This is not an overstatement but an honest evaluation of the evidence. In an article entitled, “What is Going on With Pastors in America” Dr. Richard J. Krejcir reports these findings from FASICLD (Francis A. Schaeffer Institute of Church Leadership Development):

- 80% of seminary graduates will leave the ministry within five years.
- 77% of pastors feel they do not have a good marriage.
- 70% of pastors are so stressed that they regularly consider leaving the ministry.
- 70% of pastors have no “close personal friends.”
- 57% said they would leave if they had a better place to go.
- 50% of pastors’ marriages will end in divorce.
- 30% said they had an ongoing affair or one-time sexual encounter with a parishioner.
- 1,500 pastors leave the ministry each month due to moral failure, spiritual burnout, or contention in their churches.¹

These statistics suggest that men and women are unprepared for the challenges of leadership and that these challenges are destroying them, their families, and their ministries. Why are leaders so unprepared? There are more educational opportunities today on the topic of leadership than ever. On February 9, 2010, Amazon listed 58,273 books on the subject of leadership. If you Google “college courses on leadership,” you will find 2,420,000 results. If you Google “leadership training conferences,” you find 9,760,000 results. With so many educational and training opportunities available why are

¹Richard J. Krejcir, “What is Going on with Pastors in America,” *ChurchLeadership.org*, Francis A. Schaeffer Institute of Church Leadership Development, <http://www.churchleadership.org/apps/articles/default.asp?articleid=42347&columnid=4545>, (accessed 8 February 2010).

leaders still so unprepared? If Christian leaders know more about leadership today than ever before, why are we having such a difficult time leading?

Leadership has never been easy. Dan Allender, founder of Mars Hill Graduate School and author of the book, *Leading With a Limp*, says, “If you are a leader, you’re in the battle of your life. Nothing comes easily.”² Despite the educational, technological, and political advantages that Christian leaders in America experience, the challenges they face are daunting. Christian leaders in America face growing expectations in a rapidly changing world. Culture, technology, missional strategy, pastoral care, communication, language, and even theology are all changing at an unprecedented rate. It is nearly impossible for leaders to keep up with these changes, fulfill their essential job functions, and continue to develop their leadership skills.

Not to mention the pressure pastors experience in an entertainment-driven culture where they are expected to stand up every single week and give a thirty-five-minute talk that is challenging, simple, inspiring, theologically-accurate, entertaining, culturally-relevant, and emotionally-stimulating to an audience ranging from twelve to eighty years old. It is no wonder eighty percent are out in five years. How do we prepare leaders to flourish under the pressure of such high expectations?

The obvious questions that arise from this information are these: Why were leaders from the Bible, who also faced difficult challenges, able to accomplish their leadership goals while continuing to grow and develop as leaders? Why does a leader like the Apostle Paul seem to continually grow, learn, and develop “in the battle” throughout his leadership career rather than being destroyed by it? Why is it that some contemporary

² Dan Allender, *Leading With A Limp* (Colorado Springs, CO: Waterbrook Press, 2006), 1.

leaders grow stronger, wiser, and more effective in the battle while other leaders have the opposite experience? If leadership is a battle, how do we avoid being conquered? How do we prepare as leaders to be effective under such pressure?

I believe biblical and secular literature both indicate that one key skill that effective leaders possess is the ability to capitalize on crisis moments in order to maximize their leadership development. These leaders appear to expect crisis moments to arise and are able to utilize the crisis as a catalyst in their leadership development. Ineffective leaders who face similar crisis moments shift blame, cover up, manipulate, or hide behind their skills and competency rather than growing and maturing as a leader. Therefore, these leaders tend to experience the same types of crises over and over again. It is my proposition in this research that leaders can be trained to capitalize on crisis moments in order to maximize their leadership potential.

I was first introduced to this idea during my first week of residency for a Doctor of Ministry in Redemptive Leadership and Organizational Development at Gordon Conwell Theological Seminary. That week each member of the cohort was asked to chart his or her five highest moments and five lowest moments in life, place them on a timeline, and share them with the class. During that exercise we all discovered that our low moments (crisis moments) actually became the catalysts to our future opportunities and development as leaders. This is when I began to understand the role of crisis moments in the development of leaders.

In the Redemptive Leadership and Organizational Development degree program we defined leadership, discovered that leadership develops in stages, and studied several models of leadership development. One of these models, the Redemptive Model, was

created by Dr. Powers, one of my professors for this program. Dr. Powers developed the Redemptive Model of Leadership Development in order to describe the transformative process leaders go through. Today there are many authors who agree that leadership development is a transformational process, and we will look at their work further in chapter three. For this project the writer has chosen to use the Redemptive Model of Leadership Development because Dr. Powers' understanding of leadership, leadership development, and the role of crisis moments in the character stage of development support the hypothesis of this project.

In the Redemptive Model there are five stages, and the first stage is competency. Competency is skill combined with experience. Competency is a natural or learned skill, knowledge, or ability that, when combined with experience, gives leaders a measure of credibility and increases their influence.

The second stage in the Redemptive Model of Leadership Development is the principle stage, which yields principled leaders. In this stage of leadership men and women begin to recognize that there are some fundamental principles that transcend their specific competencies, principles that are foundational to their leadership and characterize the culture they naturally create. This is when we not only know *what* to do, but we know *why* we should do it.

Stage three in the Redemptive Model is character. Character describes who we really are, what is most true about us, and what strengths and weaknesses we possess. Character is what's revealed when we are under pressure; it is shaped and developed through our life experiences. As our character develops, our self-awareness increases, allowing us to be more aware of what motivates us and to move toward freedom,

strength, and wise choices. Such self-awareness also helps us move away from a driven, desperate, and compulsive leadership culture. It is in this stage that a leader begins to develop emotional health and emotional intelligence.

This project is focused on how God uses crisis moments to push us through the character stage of development. If a leader is able to capitalize on these crisis moments and allow God to use them to develop his or her character, progress can continue into the final two stages. If leaders fail to take advantage of these moments, their leadership development is compromised. They are forced to make excuses for mistakes, blame others, become a victim, and live in denial. Leaders who are stuck in the first two stages of development are able to hide behind their competency and principles for a season, but in time, difficult challenges expose their limits, forcing them to grow or move on to a new opportunity.

The fourth stage in the Redemptive Model of Leadership Development is the transforming stage. Transformational leaders are those who continue to cultivate their own deep inner change because they understand the impact this has on the organization they lead. A transformational leader, out of this place of health and maturity, begins recognizing developmental opportunities in the lives of those he or she leads and works to help these emerging leaders transition through these stages. They are able to encourage, build faith, and inspire hope as they lead out of their own personal journey. They also understand that cultivating this change in the lives of emerging leaders takes time, cannot be rushed, and is not primarily an external change but instead emerges from the inside out.

The fifth stage of the Redemptive Model is the redemptive stage. The redemptive leader goes one step beyond the transforming leader. This leader not only sees potential in emerging leaders and desires to harvest that potential but is willing to personally suffer, to die literally or figuratively, so that the heart and potential of an emerging leader can be set free, redeemed.

The purpose of this study is to determine if leaders can be trained to capitalize on crisis moments in order to move through the character stage of leadership development in order to maximize their leadership potential. With the abundance of literature and statistics that suggest we have a leadership crisis in America, it is imperative to understand what has caused this crisis and correct it. The researcher's initial thought posits that a misunderstanding about crisis moments and an inability to process crisis moments in a way that is transformational contributes to this leadership crisis.

Key Research Question

The following problem is addressed in this project proposal: will a leadership development curriculum for the church staff of DayStar Christian Fellowship in Greensboro, North Carolina, train and empower their leaders to capitalize on crisis moments in order to maximize their leadership potential?

Hypotheses

With reference to the key researchable question, the researcher hypothesizes that training the ministerial staff at DayStar Christian Fellowship to understand the role of crisis moments in leadership development will result in maximizing their growth and

development as leaders. The researcher believes this change in understanding will be measurable from pre-assessment to post-assessment.

DayStar Christian Fellowship is a contemporary, non-denominational church located in Greensboro, NC. DayStar is thirteen years old and has grown from thirty-five members to over eight hundred under the leadership of Rev. Allen Holmes during his ten-year tenure. DayStar has a vocational ministry team of twelve who are passionate about maximizing their leadership potential in order to reach Greensboro and the world for Christ.

Theological Framework

The task of understanding leadership, leadership development, the role of crisis moments, and leadership culture proves to be best defined biblically and theologically. In this chapter, the writer engages in the process of defining terms to clarify what is meant by leadership, leadership development, and crisis moments. The writer then deals biblically and theologically with these terms as demonstrated through case studies in both the Old and New Testaments to determine whether understanding the role of crisis moments in the developmental process does in fact empower leaders to maximize their leadership potential.

The five characters chosen for study are: Joseph, Moses, Jesus, Peter, and Paul. The writer hopes to determine if common patterns can be observed which validate the writer's hypothesis. The writer has chosen these characters simply because the Bible contains enough detailed information about their lives and developmental process to identify potential developmental patterns. The writer believes that all leaders experience

crisis moments and that their response to these opportunities impacts their leadership development; however, the Bible does not offer enough information about many characters to make that determination. In addition to these character assessments the researcher will examine what the Old and New Testaments have to say about the role of crisis moments in empowering leaders to flourish. The writer hopes this study will give further support to the previously mentioned proposals and hypothesis.

Literature Review

Through investigating the writings of classical and contemporary theologians and contemporary practitioners, the author hopes to discover supporting evidence of their understanding of the role of crisis moments in leadership development. As previously mentioned, there is no shortage of writing on the topic of leadership, and the author hopes to demonstrate how this literature gives support to his propositions.

In addition to this, the writer will interview two contemporary leaders from his community to offer anecdotal examples that support his understanding of leadership development. These men have both served in pastoral leadership for more than twenty-five years and lead large, growing churches that have flourished under their leadership.

Project Design

With the propositions well defined, researched, and anecdotally demonstrated, these discoveries will be implemented into the core of the leadership development strategy of DayStar Christian Fellowship. The writer intends to accomplish this by developing a leadership development curriculum that will be taught to the staff of

DayStar Christian Fellowship during a two-day staff retreat. The curriculum will demonstrate from scripture and literature that God uses crisis moments to develop our leadership potential in order to empower the staff of DayStar Christian Fellowship to capitalize on these opportunities. In order to accomplish this, the writer believes it is important to highlight four assumptions about leadership development. The writer identified these four assumptions based on his classroom learning, personal experience, study of scripture and secular literature. The writer will show in chapters two and three why these characteristics are important to this study.

Assumption #1: Leadership is fundamentally a function of who we are. The researcher sets out, through writing a leadership development curriculum, to teach the ministry staff of DayStar Christian Fellowship a biblical definition of leadership. For the purpose of this study, it is important to point out that leadership is more than knowledge and skills, which can be learned in a classroom setting. This study will demonstrate that a leader's practice of leadership is a reflection of his or her character. Therefore, in order to increase our leadership effectiveness, we must continue to both improve our skills and deepen our character.

A critical component to this character growth is how leaders effectively process crisis moments. This growth transcends skills and principles; it deals with our internal issues, our character. As leaders mature spiritually, become more emotionally and relationally healthy, and continue on their journey toward freedom and strength, their leadership capacity increases.

Assumption #2: Leadership development is a transformational process. The writer hopes to demonstrate biblically and theologically that leadership development is a transformational process. This teaching will examine the five biblical characters and other supporting scripture. The writer will also show how current literature supports the proposition that leadership development is a transformational process.

Assumption #3: Crisis moments provide a potential catalyst that can propel leaders through the character stage of leadership development. The writer will then demonstrate biblically and theologically that God uses crisis moments to move us into and hopefully beyond the character stage of leadership development. Once again we will examine five biblical characters to see how God used crisis moments in their lives to develop their character and increase their leadership capacity. Then the writer will utilize an exercise used in his Doctor of Ministry program to help the staff to examine their own life stories to discover how God has used crisis moments in their leadership development.

Assumption #4: Leaders flourish when they learn to capitalize on crisis moments in order to maximize their leadership potential. Finally, the writer hopes to empower the staff of DayStar Christian Fellowship to capitalize on crisis moments to maximize their leadership potential by incorporating these four assumptions into the staff development plan for Daystar Christian Fellowship. This will be done in three steps:

1. The writer will develop a leadership development curriculum that will be taught to the ministry staff of DayStar Christian Fellowship during a two-day staff retreat. The goal will be to help leaders understand leadership, leadership

development, and the role of crisis moments in order to empower them to capitalize on these moments in order to maximize their leadership potential.

2. This understanding of leadership development through crisis moments will be incorporated in our spontaneous and bi-annual evaluation process. We will do this by evaluating opportunities, both missed and taken, with direct reports and inviting the team to harvest the learning from these experiences.
3. The writer will encourage the staff to use the curriculum and what they learn during the staff retreat to begin training their ministry team leaders to capitalize on crisis moments in order to maximize their leadership potential.

Outcomes

The writer hopes to dramatically increase the understanding among the staff of DayStar Christian Fellowship about leadership, leadership development, and the value of crisis moments in their leadership development. It is believed that this understanding will help these leaders to maximize their leadership potential and the leadership potential of those they lead. This increased leadership capacity will empower the church to faithfully fulfill her mission, “to make disciples of all the nations.”

However, what does the Bible teach about leadership and leadership development? What role do crisis moments play in the leadership development of Biblical characters? This is what we will determine in chapter two of this project by examining the didactic material and key leaders throughout the Bible to determine what role if any crisis moments played in their leadership development.

CHAPTER 2

THE THEOLOGICAL AND BIBLICAL FRAMEWORK

The substance of this project deals directly with the creation of a leadership development curriculum that trains leaders to capitalize on crisis moments in order to maximize their leadership potential. To understand the biblical and theological framework for this idea, it would be important to first give attention to clarifying and defining the terms presented. Simply stated, from the author's perspective, leaders who learn how to capitalize on crisis moments maximize their leadership potential. So the natural question that arises from that statement is, "What is leadership?"

Understanding Leadership

Defining leadership is not an easy task. There are literally hundreds of definitions for leadership. One of the writer's goals in this project is to demonstrate that any definition of leadership is inadequate if one does not understand the process of become a leader. And since the author believes that a key part of the process of developing a leader is how God uses crisis moments to develop leadership capacity, that perspective must show up in the definition. That said, the writer will offer a working definition for leadership to provide a general understanding of the term and its usage throughout this chapter. In chapter three of this project the writer will provide more information in his literary review about the philosophical nature of leadership in order to further inform the writer's thesis on the process of developing leaders.

Dr. Harv Powers, professor in the D. Min program at Gordon-Conwell Theological Seminary, defines leadership as “the ability to influence others to release their redemptive potential in fulfilling their purpose under God.”¹ I have chosen this definition because it aligns with the stated purpose of this project. That is, to train leaders to capitalize on crisis moments (“influencing others to release their redemptive potential”) in order to maximize their leadership potential (“fulfilling their purpose under God”). Now that we have a working definition of this essential term, how is leadership developed?

The Development of a Leader

Leadership development is an ongoing process that requires a great amount of both time and experience. I once heard John Maxwell tell a young man who professed his desire to become a great leader that it would “take more than twenty years to just get started.”² Leaders are rarely born, yet they are always developed. There are men and women who possess certain natural attributes, skills, personality, or knowledge that may propel them into a leadership role, but their leadership capacity develops over time and through experience. This was even true in the life and ministry of Jesus.

Most would agree that Jesus was the greatest leader of all time based on the scope, impact, and longevity of his influence. However, Jesus was not born in a palace, did not receive a prestigious formal education, did not have any special military or political connections, and only lived approximately thirty-three years. Yet in that short

¹ Class notes by Dr. Harv Powers, Gordon Conwell Theological Seminary, “*Redemptive Leadership and Organizational Development*,” (Charlotte, NC, 2008), 9.

² Lecture by John Maxwell, Catalyst Conference, Atlanta, GA, 2006.

amount of time, he changed the world. How did Jesus become such an effective leader?

We find this story in Luke 2:41b-52 (NIV):

Every year his parents went to Jerusalem for the Feast of the Passover. When he was twelve years old, they went up to the Feast, according to the custom. After the Feast was over, while his parents were returning home, the boy Jesus stayed behind in Jerusalem, but they were unaware of it. Thinking he was in their company, they traveled on for a day. Then they began looking for him among their relatives and friends. When they did not find him, they went back to Jerusalem to look for him. After three days they found him in the temple courts, sitting among the teachers, listening to them and asking them questions. Everyone who heard him was amazed at his understanding and his answers. When his parents saw him, they were astonished. His mother said to him, “Son, why have you treated us like this? Your father and I have been anxiously searching for you.”

“Why were you searching for me?” he asked. “Didn’t you know I had to be in my Father’s house?” But they did not understand what he was saying to them.

Then he went down to Nazareth with them and was obedient to them. But his mother treasured all these things in her heart. And Jesus grew in wisdom and stature, and in favor with God and men.

This is the only glimpse we have into Jesus’ childhood. In verse fifty-two Luke makes a surprising statement. He says, “Jesus grew in wisdom, stature, and favor.” The verb *grew* is in the imperfect tense, indicating continuous, ongoing, or repeated action in the past.³ Luke was looking back several years later and saying that Jesus kept on growing in wisdom, stature, and favor. Leadership was an on-going developmental process that took several years, even for Jesus. In fact, even though he was very advanced at the age of twelve, he did not begin to lead publicly for eighteen more years.

In the Old Testament King David is another example of a man whose leadership capacity developed over time. David was the youngest of eight boys and, like many baby brothers, he got left out and spent a lot of time alone with the sheep. However, God used this time in the wilderness to develop David’s leadership capacity and to teach him some

³ Archibald Thomas Robertson, *Word Pictures in the New Testament*, Volume II (Nashville, TN: Broadman Press, 1930), 31.

valuable lessons. In 1 Samuel 16 God sent the prophet Samuel to anoint one of Jesse's sons as the next king of Israel; God warned Samuel to not consider the boys' height or appearance. God chose David, the youngest, smallest, and least experienced of his brothers to become the next king. However, David did not actually take the throne and rule as king for years. David became the greatest king in Israel's history, but his development for this huge leadership responsibility required many years and life experiences.

Paul also indicates that leadership takes time to develop. In Paul's letter to the Ephesians he says 4:11-15 (NIV):

It was he who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God's people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.

Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of men in their deceitful scheming. Instead, speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ.

In this passage Paul says the primary role of pastors is to develop leaders, to prepare the congregation to perform the work of ministry. He describes the developmental process with phrases like "built up until we all reach," "become mature attaining to the whole measure," and "grow up." All these phrases indicate that our development is a process that takes time.

What if we have the *gift* of leadership? In Romans 12:8 Paul says that if you have the gift of leadership, you should "govern diligently." Paul indicates here that leadership is a spiritual gift. However, just because you have this gift does not mean it does not need to be developed. It is obvious that David and Jesus both had the gift of leadership, but as

we have already seen, this gift still had to be developed. In 2 Timothy 1:6 Paul says to Timothy, “For this reason I remind you to fan into flame the gift of God, which is in you through the laying on of my hands.” Robertson says this *fanning* is a “continuous action in present time.”⁴ In other words, Timothy’s development was an ongoing process. Just because Timothy had the gift did not mean it was fully developed. And in verse seven Paul encourages Timothy to discipline himself to fully develop his gift. Leadership capacity must be developed, and this development takes time. This raises another important question: *how* does God develop our leadership capacity?

The Gift of Crisis

From my study of scripture it appears that one of the primary tools God uses to develop our leadership potential is crisis moments. A crisis moment is any situation in life that creates pressure. This pressure shapes our choices and reveals or impacts our character. These crisis moments expose our weaknesses and have the potential to destroy us...or to develop us.

In James 1:2-4 (NIV), James says, “Consider it pure joy, my brothers, whenever you face trials of many kinds, because you know that the testing of your faith develops perseverance. Perseverance must finish its work so that you may be mature and complete, not lacking anything.” In this verse James says that God works through our life experiences and trials to shape and form our character. He makes it clear, using the word “when,” that these trials are unavoidable. The key is not to avoid trials but to choose to

⁴ Robertson, *Word Pictures in the New Testament*, 621.

process them well, to learn and grow through the trial. These crisis moments challenge, break, or test the leader's character, resolve, motives, and faith.

In these moments God is able to work on the inner life of the leader. Character flaws and deficiencies are exposed. These crisis moments force the leader to turn to God in desperate brokenness, in surrender and dependence, which propels the leader forward. James says to consider these moments as pure joy. The verb "consider" is in the aorist tense, imperative mood, and middle voice.⁵ Aorist/imperative means a specific definitive choice. The middle voice means that the subject "brothers" is to initiate the action. In other words James is commanding us to take the initiative in making a decisive choice to consider the trials we encounter a joy, a blessing.

This was a difficult teaching because of the severity of the trials they were experiencing. They were not battling peer pressure or an economic downturn. They were being hunted like game and persecuted by the Roman government. They were living as fugitives in the Roman Empire. James goes on to explain why he can give such radical instruction. The participle "knowing" that James uses in verse three is the Greek word *ginosko*, which means experiential knowledge.⁶ In other words we can do this because we know from experience that the testing of our faith produces endurance; it builds our strength, and that is to our benefit. James is saying they know from experience that these trials are the doorway to leadership promotion. James understands that when everything is going well, our development can be limited, but a crisis moment dramatically speeds up our progress.

⁵ Robertson, *Word Pictures in the New Testament*, 11.

⁶ Robertson, *Word Pictures in the New Testament*, 12.

The Apostle Paul also recognized the value of crisis moments in our leadership development. In 2 Corinthians 1:8-11(NIV) Paul says:

We do not want you to be uninformed, brothers, about the hardships we suffered in the province of Asia. We were under great pressure, far beyond our ability to endure, so that we despaired even of life. Indeed, in our hearts we felt the sentence of death. But this happened that we might not rely on ourselves but on God, who raises the dead. He has delivered us from such a deadly peril, and he will deliver us. On him we have set our hope that he will continue to deliver us, as you help us by your prayers. Then many will give thanks on our behalf for the gracious favor granted us in answer to the prayers of many.

In this passage Paul describes a recent crisis, a hardship that he and Timothy had endured. Remarkably, Paul is able to see the positive outcomes of their experience. He says they learned to rely on God. They experienced a miraculous deliverance. Their faith, praying, and gratitude all increased.

Once again, in Romans chapter eight Paul says in verses 28-29, “And we know that in all things God works for the good of those who love him, who have been called according to his purpose. For those God foreknew he also *predestined to be conformed to the likeness of his Son* (the greatest leader of all time), that he might be the firstborn among many brothers” (NIV, italics added). Paul says that God works in all things. God uses all of our circumstances to shape and develop our character. As our character grows our leadership capacity increases.

Remember, Paul and James both are writing to churches that are under severe persecution from the Roman government. In the proceeding verses of Romans chapter eight, Paul describes the stress these new believers are experiencing, living in a fallen world, and facing such severe persecution. It is in the midst of these horrific circumstances that James and Paul say, “Rejoice!” Paul also says in Romans 5:3-5a(NIV), “We also rejoice in our suffering, because we know that suffering produces perseverance;

perseverance, character; and character, hope. And hope does not disappoint us.” The Greek participle *eidon* translated “know” here means to see, to perceive with the eyes.⁷ It is most often translated “behold” in the KJV. The idea is that we can see how these trials are working for our benefit, so we are thankful for them.

When we examine King David’s leadership development, it is obvious how God used several crisis moments to move him forward. After being anointed king as a young man, he was not yet ready for the pressure and responsibility of being king. Immediately his training, his trials, begin. In chapter sixteen he is asked to serve King Saul. I am sure this taught David humility, patience, and trust, for David was the anointed king of Israel and yet was waiting on Saul. At the end of chapter sixteen David is trained in spiritual warfare as he utilizes worship to battle King Saul’s demons. In chapter seventeen David volunteers to fight Goliath, and we discover that God has used his battles in the wilderness with lions and bears to build his confidence in the Lord. He confidently marches out to battle, defeats Goliath, and gains the respect of the armies of Israel. Later in chapter seventeen David becomes a great general and national hero while still serving King Saul.

But the defining moment in David’s leadership development comes in 1 Samuel chapters twenty-four and twenty-six. King Saul is overcome by fear and jealousy of David and is hunting him down. However, on two different occasions David has an easy opportunity to take Saul’s life. It certainly would have been easy for David to justify killing Saul. God had rejected Saul as king and anointed David as his successor. David certainly had a right to defend himself from Saul and the three thousand men who were

⁷ Robertson, *Word Pictures in the New Testament*, 356.

hunting him in order to kill him. It appears to David and his men that God has led Saul into David's hands.

However, in David's leadership development journey he had learned some important lessons. He knows he can trust God to deliver him and to bring about justice. David knows God has anointed him king and in his time will bring his purposes to pass. David has learned to listen for God's voice and, when he is uncertain how to proceed, to wait and trust God's word. Therefore, he knows not to raise his hand against God's anointed. Saul was arrogant and independent while David was humble and dependent. It is the writer's opinion, based on his study of David, that David became a great leader because in his leadership development he progressed beyond mere skills and principles and allowed God, through the crisis moments of his life, to build his character.

In my role as host and regional director of the Innovative Church Community, an interdenominational leadership development group of pastors, staff, and lay leaders, I have discovered that it is not easy for leaders to learn through crisis moments. It is not easy for leaders to continue their own personal development throughout their careers. Most leaders feel overwhelmed in keeping up with the ongoing demands of ministry. They often feel pressured to appear in control, to have it all together. It feels very risky to admit a weakness or mistake and to attempt to learn from it. This fear and limited development only makes matters worse.

Eventually, the leadership challenges exceed the leader's current development, and everything snowballs out of control. This forces the leader to lower his expectations for the organization he leads in order to protect his position...or he has to step aside and allow someone else to lead. If he lowers his expectations for the organization, he feels

morally conflicted. If he resigns, he feels like a failure. Either way, an opportunity is lost.

Unfortunately, many times the problem is not the leader's capacity at all; it is his inability to *maximize* his capacity by capitalizing on these crisis moments. All leaders must recognize that we are not complete yet. God is constantly at work, shaping and developing our character and leadership capacity. The Bible demonstrates that God often uses the crises, the high-pressure situations, in order to accomplish this purpose. These crisis moments reveal or expose opportunities for growth, which can empower the leader for future excellence. These crisis moments often appear impossible, as when David was facing Goliath. However, by stepping into these moments and trusting God, we have the chance to be propelled forward.

The Apostle Paul in his letter to the church in Philippi describes God's ongoing work in our lives. He says in Philippians 1:6(NIV), "Being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus." "Will carry it" is in the future tense, clearly indicating that our growth and development is not complete but that it will be completed sometime in the future. It is also in active voice, indicating that this development is accomplished by God, the subject of the sentence.⁸

Again, Paul says God works "in all things." God works in our good moments to develop us—schooling, ministry, coaching, mentoring, and discipleship—but He also works in the crisis moments that do not feel good at all. God can use stress, fear, pressure, difficulty, loss, and uncertainty to develop and expand our leadership potential.

⁸ Robertson, *Word Pictures in the New Testament*, 436.

Paul goes on to say that we can be conformed into God's likeness. The word "conformed" is the Greek word *summorphous*. *Sum*, meaning together and *morph*, meaning form. This word indicates that this change is an inward transformation, not an external conformity. When combined with the word for likeness or image, *eikon*, Paul is describing the gradual change that takes place inside of us until we reflect the likeness of God himself.⁹ The author of Hebrews teaches the same idea in 12:2 where he says that Jesus is the "author and perfecter of our faith." These verses indicate that God is committed to our development. He never gives up.

Now that we have a general understanding of leadership, have learned that our leadership capacity develops over time, and that God uses crisis moments to move us forward in our development, we must ask this question: how do we train leaders to capitalize on these crisis moments in order to maximize their leadership potential?

Training for Maximization

The purpose of this project is to train, equip, and empower leaders to capitalize on crisis moments in order to maximize their leadership potential. We have already established that crisis moments are going to come; they are unavoidable. Great leaders like David were not great because they caught a break, got lucky, and never experienced crisis. Great leaders are great because they learn to capitalize on these moments rather than being destroyed by them. David learned in the wilderness, on the battlefield, on the run, and on his knees in repentance.

⁹ Robertson, *Word Pictures in the New Testament*, 377.

We have also seen that God works in all things, even crisis moments, to further develop us. Therefore, our purpose is to prepare men and women for these moments so they are empowered to capitalize on them and maximize their leadership. The writer believes that the best way to help leaders do this is to demonstrate how God used these moments to develop the leadership capacity of several biblical characters.

Jesus said in John 16:33(NIV), “In this world you will have trouble.” Jesus was clearly trying to prepare his disciples for the difficulty that lay ahead. Jesus, God’s Son, came and lived a perfect life, only to be crucified for telling the truth. Of the twelve disciples, ten were martyred, one died a prisoner, and the other committed suicide. John the Baptist and the Apostle Paul were both beheaded. James, Jesus’ brother, said, “Consider it all joy *when* you face trials.” However, today’s leaders seem surprised and unprepared for such crisis moments in their lives and ministry. We live in a time of such peace and prosperity that our expectations for comfort are unrealistic and our character untested. Maybe this explains why 1,500 pastors a month are leaving the ministry.¹⁰

Before Jesus ascended into heaven, he gave his followers clear instruction. Jesus commissioned them to “go and make disciples of all the nations” (Matthew 28:19, NIV). He promised, “After the Holy Spirit comes upon you, you will be my witness (martyrs) in Jerusalem, Judea, Samaria, and the ends of the world” (Acts 1:8, NIV). The mission to make disciples of all the nations is overwhelming. This mission appears impossible. This

¹⁰Richard J. Krejcir, “What is Going on with Pastors in America,” *ChurchLeadership.org*, Francis A. Schaeffer Institute of Church Leadership Development; <http://www.churchleadership.org/apps/articles/default.asp?articleid=42347&columnid=4545>, (accessed 8 February 2010).

mission is full of danger, risks, and crisis moments. When leaders embrace the mission and step into the crisis, God meets them, develops them, and uses them for his purpose.

When David, the youngest of eight brothers and a shepherd boy, is anointed king by the Prophet Samuel the task appears impossible. After all, how could he be king? He had no formal education, he had never served in the military, he had never been a politician, and who was going to watch the sheep?

When God told Joshua to cross over the Jordan and enter the Promised Land, he had to challenge him three times in a row to not be afraid but be strong and courageous (see Joshua 1:6-9). Joshua had never been a leader, and yet when he led Israel into the Promised Land, he was forced to fight and defeat thirty-one kings!

In Judges chapter six, when God called Gideon to fight the Midianites and the Amalekites, he responded, “How can I save Israel? My clan is the weakest in Manasseh, and I am the weakest in my family” (verse 15, NIV). Gideon was not being humble; he was scared. Just imagine how the disciples felt when Jesus instructed them to make disciples of all the nations, and then he left. Throughout the Bible God calls leaders into mission and this mission is full of crisis moments. God uses these moments to shape their character and propel them forward as leaders. It appears God wants to accomplish through leaders what would be naturally impossible for them.

When God called Moses to go to Egypt, the request seemed unreasonable. Moses began giving God a list of reasons why he could not do it. Moses wanted to avoid the crisis, but it was that crisis that developed Moses’ leadership potential. In Deuteronomy 8:1-5(NIV) God explains it this way:

Be careful to follow every command I am giving you today, so that you may live and increase and may enter and possess the land that the LORD promised on oath to

your forefathers. Remember how the LORD your God led you all the way in the desert these forty years, to humble you and to test you in order to know what was in your heart, whether or not you would keep his commands. He humbled you, causing you to hunger and then feeding you with manna, which neither you nor your fathers had known, to teach you that man does not live on bread alone but on every word that comes from the mouth of the LORD. Your clothes did not wear out and your feet did not swell during these forty years. Know then in your heart that as a man disciplines his son, so the LORD your God disciplines you.

God was teaching Moses and the nation of Israel to trust him. If Moses was going to lead well, if Joshua was going to lead well, if the leaders of the twelve tribes were going to lead well, they all had to learn to trust.

This passage and many others indicate that leaders learn as much from mistakes as from victories. This is encouraging because mistakes are unavoidable. As the writer has already demonstrated, leaders are a work in progress. Because their training, education, experience, and maturity are limited, they cannot get it right all the time. Developing leaders today follow the example of developing leaders in scripture by learning from their mistakes. This should encourage us and temper our expectations for ourselves and for other emerging leaders.

Adam failed, and every leader since, other than Jesus himself, has followed closely in his footsteps. King David was one of the greatest leaders in Israel's history, and yet his mistakes and the ramifications of those mistakes are unparalleled. David's adultery and murder lead to the death of Bathsheba's first son and the loss of David's moral authority. From that day on, David was unable to be the spiritual leader in a family that was being destroyed by sexual sin, jealousy, and sibling rivalries. However, despite his failure and the destruction that resulted, God was merciful. Listen to his prayer in Psalm 51:

Have mercy on me, O God, according to your unfailing love; according to your

great compassion blot out my transgression. Wash away all my iniquity and cleanse me from my sin. For I know my transgressions, and my sin is always before me. Against you, you only, have I sinned and done what is evil in your sight, so that you are proved right when you speak and justified when you judge. Surely I was sinful at birth, sinful from the time my mother conceived me. Surely you desire truth in the inner parts; you teach me wisdom in the inmost place.

Cleanse me with hyssop, and I will be clean; wash me, and I will be whiter than snow. Let me hear joy and gladness; let the bones you have crushed rejoice. Hide your face from my sins and blot out all my iniquity.

Create in me a pure heart, O God, and renew a steadfast spirit within me. Do not cast me from your presence or take your Holy Spirit from me. Restore to me the joy of your salvation and grant me a willing spirit, to sustain me.

Then I will teach transgressors your ways, and sinners will turn back to you. Save me from bloodguilt, O God, the God who saves me, and my tongue will sing of your righteousness. O Lord, open my lips, and my mouth will declare your praise. You do not delight in sacrifice, or I would bring it; you do not take pleasure in burnt offerings. The sacrifices of God are a broken spirit; a broken and contrite heart, O God, you will not despise.

In your good pleasure make Zion prosper; build up the walls of Jerusalem. Then there will be righteous sacrifices, whole burnt offerings to delight you; then bulls will be offered on your altar.

David was indeed a man after God's own heart!

When we understand that crisis moments are opportunities and that mistakes are unavoidable, we are able to take risks and to encourage emerging leaders to take risks by trusting them with authority and responsibility. Leaders and organizations cannot wait until emerging leaders are perfect before giving them opportunity to lead. Organizations and leaders must understand that most leaders learn on the job, in the crisis, and through their mistakes.

Often, emerging leaders like the disciples appear unprepared for their next challenge. Jesus told his disciples in Matthew 14:16, "You give them something to eat." His disciples had no food and were being told to feed a crowd of ten to twenty thousand people. Jesus knew they were unprepared for the challenge but wanted to stretch them. Jesus was creating a crisis moment to develop them. Just imagine how their

understanding of Jesus' identity, purpose, and power changed after this one event. Years of teaching would not have taught them what they learned over one meal. Throughout the Bible this pattern is repeated over and over again. An emerging leader begins to bump into the ceiling of his or her leadership development, and God uses a crisis moment to help the leader break through that ceiling and continue progressing.

In the remainder of this chapter the writer intends to demonstrate how God used crisis moments in the lives of five biblical leaders to maximize their leadership capacity. The writer also intends to show that the process God used is not just exclusively for them but for all leaders. I have chosen Joseph, Moses, Peter, Paul, and Jesus as key examples, primarily because the Bible records enough of their life stories to identify crisis moments and to evaluate the impact of those moments on each leader and, subsequently, on God's larger purposes.

Character Studies

Joseph, Genesis 30-50. We are first introduced to Joseph in the thirtieth chapter of the book of Genesis. Joseph is the eleventh son of Jacob, and his story really begins in the thirty-seventh chapter of Genesis. Joseph is seventeen years old, favored by his father, and hated by his brothers. That year Joseph had two dreams that seemed to indicate that one day he would be in a position of authority, ruling over his family. This was how Joseph and his father Jacob first began to understand that God was calling Joseph to lead. Although Joseph was very unclear about his future leadership responsibility, he seemed to eagerly embrace the idea that God was calling Him to lead.

Joseph's growth and development as a leader happened over many years, as he was unprepared for the huge leadership role God had planned for him. As a seventeen-year-old, Joseph appears immature and motivated by his own self-interest. He is also unmarried and lacking any leadership experience. His father's favor may have protected Joseph from crisis moments early in life and unwittingly limited his leadership development. However, being sold into slavery changed all that.

In Joseph's leadership journey he faced several crisis moments. In Genesis thirty-nine, Joseph experienced his first major crisis. His older brothers sold him into slavery, which led him to Egypt. We discover later in Joseph's story that God was raising him up to be a powerful leader in Egypt and to rescue both the Israelites and the Egyptians from starvation. However, without this first crisis Joseph would never have traveled to Egypt.

Next, Joseph was bought by a powerful Egyptian politician named Potiphar. This allowed Joseph to get close to a strong leader who soon recognized Joseph's potential and placed him in charge of his entire house. It is obvious that Joseph possessed some natural leadership gifts because Potiphar recognized this ability, despite the fact that Joseph had no leadership experience. This responsibility must have felt overwhelming to Joseph initially. He was given a lot of responsibility at an early age, without any real experience, in an environment where he had no rights or protection. However, this opportunity allowed him to begin developing his gifts. But Joseph still needed to develop his character in order to handle the awesome power and responsibility God wanted to give him.

Joseph's next crisis came when he was propositioned by Potiphar's wife. This presented an opportunity for him to take advantage of his power and position. It may

have even appeared to be a shortcut to realizing his dream. It would have been easy to rationalize and justify a moral compromise, given that he was considered her property anyway, and the consequences of turning her down could be severe. However, Joseph stood his ground, refused to fold under pressure, and walked away. Joseph's strong moral convictions would serve him well after Pharaoh offered him so much power.

After Joseph fled, Potiphar's wife, out of anger or shame, began to call out for help and falsely accused Joseph of trying to take advantage of her. Once again, Joseph found himself in a crisis. He lost his position, freedom, and could have lost his life. His dream of leading appeared to be dead. I wonder how many times Joseph asked God, *What are you doing? How could you let this happen?* But God used this false accusation to teach Joseph humility, to show him that his rise to power was in God's hands. It was this crisis that moved Joseph on toward his next leadership opportunity.

Potiphar had Joseph thrown into jail, and once again someone recognized Joseph's potential. Soon the warden put Joseph in charge of the entire prison. He had another opportunity to develop his leadership gift as well as his gift of interpreting dreams. Joseph accurately interpreted the dreams of two prisoners: the king's baker and cupbearer. It appeared that this gift was going to be his ticket to freedom. However, after leaving prison, the baker was executed, and the cupbearer forgot all about Joseph. This crisis taught Joseph that it was not his gift but God himself who would lead him to success. Again, Joseph must have wondered why.

Finally, in chapters forty and forty-one the Pharaoh had two unusual dreams. He called all the wise men of Egypt together to ask them to interpret the dream, but they were unable. Finally, the cupbearer remembered Joseph. He remembered that Joseph

successfully interpreted his dream, and so he told Pharaoh about him. Pharaoh brought Joseph in, told him the dreams, and Joseph immediately gave the interpretation. Pharaoh was so impressed that he made Joseph second in command and gave him the responsibility of preparing the nation for the coming famine.

One after another, God used Joseph's crisis moments to prepare him and position him to rescue the nation and fulfill his destiny. Once Joseph came to power, he was an experienced, humble leader and was able to stand under the enormous responsibility and pressure that leading a nation can create. He handled his responsibility with diligence and grace. Finally, Joseph had become a redemptive leader.

In Genesis forty-two through forty-five Joseph faced his most severe crisis when he was reintroduced to his brothers. The famine was so severe and far-reaching that they were forced to travel to Egypt in desperate search for food. The famine was threatening to destroy the family that had attempted to destroy him. It would have been so easy to send them away empty-handed, allowing them to starve to death as punishment for their sin. Joseph was no longer an immature kid. He had become one of the most powerful leaders in the world. When his brothers arrived, they were at his mercy. However, in that moment he was redemptive and rescued the nation of Israel.

Joseph spoke to his brothers in Genesis 45:5-7(NIV):

And now, do not be distressed and do not be angry with yourselves for selling me here, because it was to save lives that God sent me ahead of you. For two years now there has been famine in the land, and for the next five years there will not be plowing and reaping. But God sent me ahead of you to preserve for you a remnant on earth and to save your lives by a great deliverance.

It is this author's opinion that God continued to capitalize on crisis moments in Joseph's life to exposed his weakness and propel him forward in his leadership development, maximizing his leadership potential.

Moses, Exodus- Joshua. The book of Exodus begins by describing Israel's numerical growth and Egypt's fear of her power. Joseph had died, and the new Pharaoh had no respect for Joseph's legacy. Overcome by fear, Pharaoh gave an order that every male child born in Israel must be killed. Shortly thereafter, Moses was born, and his mother protected him by hiding him in a basket and placing him in the Nile River. She strategically placed him where Pharaoh's daughter came each day to bathe. Pharaoh's daughter did discover him, had compassion on him, and decided to keep him as her own. Moses' life began in crisis and was marked by crisis. In fact, the Bible records far more crisis moments in Moses' life than we have time to mention. Maybe this is why he grew up to be most humble man on earth; he certainly did not start out that way.

Exodus 2:11-12(NIV) says, "One day, after Moses had grown up, he went out to where his own people were and watched them at their hard labor. He saw an Egyptian beating a Hebrew, one of his own people. Glancing this way and that and seeing no one, he killed the Egyptian and hid him in the sand." When Moses reached adulthood, he realized that he was a Hebrew and seemed aware that God was calling him to do something about their oppression. However, in his youthful inexperience and overconfidence he made a huge mistake and sacrificed his opportunity to lead. He was forced to flee Egypt as a fugitive and to spend forty years in the wilderness. He left the

place where he was wealthy, powerful, influential, secure, and loved in exchange for the wilderness.

Like Joseph, however, the leadership responsibility that Moses would be asked to carry was enormous; therefore, his training would be extensive. Acts 7:22(NIV) says, “Moses was learned in all the wisdom of the Egyptians, and was mighty in words and deeds.” Despite all of his schooling and training in leadership by the best teachers of his day, Moses was still unprepared for the tremendous responsibility God had for Him. So when Moses left Egypt, his formal education ended and his leadership training began.

Moses spent the next forty years in the wilderness where God helped him grow as a leader by using ongoing opportunities of crisis to develop his character. Moses’ first crisis in the wilderness came when he risked his life to defend the honor of a group of innocent ladies from a group of shepherds. This act of courage soon provided Moses with a new wife, a new family, a new child, and a new occupation as a shepherd. His time in the wilderness allowed him to overcome his fear, build his strength and toughness, and learn how to live in harsh conditions.

In Exodus chapters three and four, after forty years in the wilderness God called Moses once again to lead. He commissioned Moses to go back to Egypt, face his fears, and deliver Israel from slavery. This request appeared totally unreasonable and created a potent crisis moment for Moses. Egypt was a military power. Moses was a man with a big stick. How could God make such an unreasonable request? Moses felt completely unprepared and overwhelmed. He even tried to get God to pick someone else. But God used this crisis to teach Moses to trust him completely. It was obvious to Moses that if

God did not make it happen, he would fail miserably. By passing that test, Moses became a man of great faith.

In Moses' leadership journey he faced many crisis moments. We have more information about the life of Moses than any other biblical character. When we read through his story, it is obvious that Moses was a life-long learner and that God continued to place him in such crises to deepen his character and maximize his leadership potential. Just consider some of the challenges Moses faced: the showdown with Pharaoh, crossing the Red Sea, lack of food and water, the golden calf, the failed entry into Canaan, forty more years in the wilderness, and finally, his leadership transition to Joshua. Moses was deeply shaped by these experiences. One of my favorite verses is found in Exodus 33:15(NIV) where he says to God, "If your presence does not go with us, do not send us up from here." Moses had made the most important leadership discovery: *I cannot do this without you*. This was Jesus' final leadership lesson to his disciples in John chapter fifteen and verse five, "If you remain in me you will bear much fruit, but apart from me you can do nothing" (NIV).

Moses made many mistakes along the way. He murdered a man (Exodus two), failed to lead Israel into the Promised Land (Numbers fourteen), arrogantly struck the rock (Numbers twenty), and was in charge when the leaders of Israel worshiped Baal (Numbers twenty-five). Many of these mistakes were big enough to disqualify a man, but God never gave up on him. He did not expect Moses to be perfect; instead, he used his mistakes as opportunities to develop his character and maximize his leadership capacity. By the end of Moses' life he had become an outstanding leader and, like all great leaders, had an emerging leader, Joshua, to succeed him and lead Israel into the Promised Land.

Peter, Gospels-Acts. In Matthew 4:19(NIV) Jesus said to Peter and his brother Andrew, “Come follow me and I will make you fishers of men.” Verse twenty says, “At once they left their nets and followed Him.” Peter’s calling was also his first crisis. Jesus asked him to leave everything and follow him. For every leader the invitation to follow Christ is a crisis. *Can I, will I, trust and follow Jesus? Am I willing to turn my back on the world system, my career, my faith community, and maybe my own family?* Peter and his brother were fishermen. This usually meant they had not excelled in rabbinical school and were not invited to continue their studies. Instead, they were encouraged to pick up a trade and begin work. They were academic and theological castaways, blue-collar workers.¹¹ However, whatever Peter lacked in education, he compensated for in zeal and natural leadership ability. He was bold, outspoken, and courageous. Traits that, once polished, would serve him well as a leader. But Peter was not ready yet.

Peter’s growth and development as a leader happened on the job during the three years he followed Jesus. When we study the gospels, we see Jesus pouring his life into these men. Jesus taught them the scriptures, the elements of authentic prayer, the reality of the spirit world, the nature of true obedience, and spiritual warfare. Jesus developed Peter’s leadership capacity by placing him and the disciples in crisis situations over and over again.

In Matthew fourteen, Jesus sent the disciples out into a terrible, dangerous storm. Suddenly, they saw what appeared to be a ghost approaching their boat. Once the disciples recognized that it was Jesus, it was Peter who jumped up and said, “Lord if it is

¹¹ Rob Bell, *Velvet Elvis* (Grand Rapids, MI: Zondervan, 2005), 131.

you, tell me to come to you on the water” (Matthew 14:28 NIV). When Jesus said, “Come,” Peter did not hesitate; he stepped right out.

Two chapters later, Jesus asked the disciples, “Who do you say that I am?” (Matthew 16:15 NIV) This was a difficult question. If they said he was a great teacher, then what would explain the miracles? If they said he was a prophet, what would account for his claim to forgive sin? If they said he was God, they would be in danger of blasphemy, which was punishable by death. This crisis moment began to prepare the disciples for the day when they would boldly proclaim that Jesus was the resurrected Messiah in the face of severe persecution. In that moment it was Peter who took the risk and declared, “You are the Christ, son of the living God” (Matthew 16:16 NIV).

In Mark chapter eight Jesus was beginning to explain to his disciples in greater detail the nature of his ministry. Jesus told them that he would suffer, die, and three days later rise from the dead. This created a crisis for all the disciples. They had left everything to follow Jesus. They believed he would soon establish an earthly kingdom. Instead, Jesus told them he would soon die. It was Peter who was bold enough to pull Jesus aside and rebuke him for such foolish talk. Certainly there had to be another way. Jesus turned and said to Peter in front of all the disciples, “Get behind me, Satan” (Matthew 16:23 NIV). Would Peter trust Jesus, even when he did not understand or agree?

In Mark fourteen Jesus and the disciples were in the Garden of Gethsemane where they had been praying. Suddenly, a crowd of Roman soldiers, Jewish religious leaders, and Judas entered the garden and approached Jesus. Again, Peter was facing a crisis. What should he do? In that moment Peter pulled out his sword and began to fight, cutting off the ear of the servant of the high priest. Immediately, Jesus rebuked him, told him to

put away his sword, healed the servant, and surrendered without a fight. What was Jesus doing?

All of these events led to Peter's pivotal crisis moment. Just before Jesus was arrested, he warned Peter that Satan wanted to test him and that Peter would deny him three times that very night. Peter confidently proclaimed that, even if everyone else fell away, even if everyone else denied Jesus, he never would. He would die first.

But Peter was confused now. He did not understand what was happening or how to respond. All the other disciples had fled. He was afraid, uncertain, and from a safe distance he followed the mob that had taken Jesus captive. During the night, three times Peter is confronted by people in the crowd and accused of being a follower of Jesus. He did not know what to do or what Jesus expected...and in the uncertainty of the moment Peter adamantly denied even knowing Jesus. Just then, the rooster crowed and Peter ran off into the night, overwhelmed with sorrow and remorse.

Peter was a man with incredible natural ability and leadership potential. But Peter was also prideful, overconfident, and careless. He overestimated his strength, his commitment, and his understanding of God's plan. Peter was always eager to rush ahead. Because of these hindrances, Jesus had to teach Peter humility and trust, that he could not stand alone. If Jesus had not addressed these weaknesses, Peter would have remained unstable, unpredictable, and dangerous. Jesus understood that these lessons were not learned in a classroom but in life, in moments like these. Peter's failure shattered his pride, exposed his weakness, and opened a brand new window of opportunity.

After his resurrection Jesus came looking for Peter. Jesus had known Peter would fail. In Luke 22:32(NIV) Jesus said to Peter, "But I have prayed for you, Simon,

that your faith may not fail. And when you have turned back, strengthen your brothers.” Jesus expected Peter to fail—but he also expected him to get up, learn from his mistake, and strengthen the others. Most might assume that Jesus would pick someone else to lead the early church, but Jesus understood that after this crisis Peter would be better than ever.

After the resurrection Peter had gone back to fishing. He was discouraged and hopeless. However, while he was fishing, Jesus showed up on shore. Jesus and Peter ate together, and then Jesus asked Peter three times, “Do you love me?” (John 21:17 NIV) Another crisis for Peter. He may have been grappling with such questions as, *Can I risk failure and humiliation again? Can I face the other disciples after all my bragging and shame?* Once again, Peter left everything to follow Jesus. This crisis transformed Peter’s life by deepening his character and increasing his leadership capacity. Jesus understood that Peter would need to be strong. Peter would become the courageous but humble voice of the early church. He learned from his crisis and became a redemptive leader.

In Acts chapter three, on the day of Pentecost, it was Peter who stood up and boldly proclaimed the gospel. He offered this crowd—who had murdered his best friend—salvation and redemption, leading to the salvation of three thousand people. Before his crisis Peter probably would have offered the crowd judgment and condemnation, but because of his crisis he offered them redemption, forgiveness, hope, and a new start. Listen to his words in 1 Peter 1:3-7(NIV):

Praise be to the God and Father of our Lord Jesus Christ! In his great mercy he has given us new birth into a living hope through the resurrection of Jesus Christ from the dead, and into an inheritance that can never perish, spoil or fade—kept in heaven for you, who through faith are shielded by God’s power until the coming of the salvation that is ready to be revealed in the last time. In this you greatly rejoice, though now for a little while you may have had to suffer grief in all kinds of trials. These have

come so that your faith—of greater worth than gold, which perishes even though refined by fire—may be proved genuine and may result in praise, glory and honor when Jesus Christ is revealed.

And in 1 Peter 5:5-6,10(NIV) he says:

In the same way, you who are younger, submit yourselves to your elders. All of you, clothe yourselves with humility toward one another, because, “God opposes the proud but shows favor to the humble.” Humble yourselves, therefore, under God’s mighty hand, that he may lift you up in due time....And the God of all grace, who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm and steadfast.

Peter is writing from experience. God used these crisis moments in Peter’s life to transform him into a redemptive leader. He was the lead apostle of the early church, the evangelist to the Jews, the author of two New Testament books, and a martyr for the faith. Not bad for a fisherman.

Paul, Acts-Epistles. The Apostle Paul was a Jew by descent, a Pharisee by training, and an emerging leader in the Jewish community. While on his way to Damascus with the legal authority from the High Priest to arrest any who claimed to follow Christ, Paul was confronted by Jesus. In Acts 9:4b-6(NIV) Jesus speaks, “‘Saul, Saul, why do you persecute me?’ ‘Who are you Lord?’ Saul asked. ‘I am Jesus whom you are persecuting,’ he replied. ‘Now get up and go into the city and you will be told what you must do.’”

This was a huge crisis for Paul. If he accepted Jesus’ invitation to follow him, it meant he would be turning his back on his training, his career, and his identity, as well as his friends and family. Jesus understood that, which is why he approached Paul in such dramatic fashion. This crisis totally changed the direction and purpose of Paul’s life. He describes his experience in Galatians 1:11-24:

I want you to know brothers, that the gospel I preached is not something that man made up. I did not receive it from any man, nor was I taught it; rather, I received it by

revelation from Jesus Christ. For you have heard of my previous way of life in Judaism, how intensely I persecuted the church of God and tried to destroy it. I was advancing in Judaism beyond many Jews of my own age and was extremely zealous for the traditions of my fathers. But when God, who set me apart from birth and called me by his grace, was pleased to reveal his Son in me so that I might preach him among the Gentiles, I did not consult any man, nor did I go up to Jerusalem to see those who were apostles before I was, but I went immediately into Arabia and later returned to Damascus. Then after three years, I went up to Jerusalem to get acquainted with Peter and stayed with him fifteen days. I saw none of the other apostles—only James, the Lord's brother. I assure you before God that what I am writing you is no lie. Later I went to Syria and Cilicia. I was personally unknown to the churches of Judea that are in Christ. They only heard the report: The man who formerly persecuted us is now preaching the faith he once tried to destroy. And they praised God because of me.

Although Paul was offered a personal invitation by Jesus to lead, his growth and

development took time. In this passage Paul describes his time of training and testing.

Like so many leaders, Paul learned and grew as a leader on the job and especially through crisis moments.

He describes in detail many of the crisis moments he experienced in 2 Corinthians

11:23-29(NIV):

Are they servants of Christ? (I am out of my mind to talk like this.) I am more. I have worked much harder, been in prison more frequently, been flogged more severely, and been exposed to death again and again. Five times I received from the Jews the forty lashes minus one. Three times I was beaten with rods, once I was stoned, three times I was shipwrecked, I spent a night and a day in the open sea, I have been constantly on the move. I have been in danger from rivers, in danger from bandits, in danger from my own countrymen, in danger from Gentiles; in danger in the city, in danger in the country, in danger at sea; and in danger from false brothers. I have labored and toiled and have often gone without sleep; I have known hunger and thirst and have often gone without food; I have been cold and naked. Besides everything else, I face daily the pressure of my concern for all the churches. Who is weak, and I do not feel weak? Who is led into sin, and I do not inwardly burn?

Paul's most serious crisis is found in 2 Corinthians 12:7-10. In this passage Paul offers one of the best examples and explanations for how God uses crisis moments in our lives to develop our character and maximize our leadership capacity:

To keep me from becoming conceited because of these surpassingly great

revelations, there was given me a thorn in my flesh, a messenger of Satan, to torment me. Three times I pleaded with the Lord to take it away from me. But he said to me, “My grace is sufficient for you, for my power is made perfect in weakness.” Therefore I will boast all the more gladly about my weaknesses, so that Christ’s power may rest on me. That is why, for Christ’s sake, I delight in weaknesses, in insults, in hardships, in persecutions, in difficulties. For when I am weak, then I am strong.

This is why Paul can so boldly proclaim, “God works in all things for the good of those who love Him” (Romans 8:28 NIV) and, “We rejoice...in our suffering, knowing that suffering produces perseverance, perseverance, character, and character hope!” (Romans 5:3-4 NIV) Paul was able to learn from every crisis moment by embracing it and trusting God to use it to continue his development. In this passage Paul says, “I rejoice in my suffering.” Paul doesn’t just enjoy suffering. In fact, three times he asked the Lord to take it away. However, Paul has learned from experience that God uses his suffering for his benefit.

God used these crisis moments to develop Paul into a great theologian, missionary, apologist, and church planter. Paul gives his life to share a message of hope and redemption with the world. Paul’s redemptive leadership is most clearly expressed in chapter nine of Romans, verses three and four, “For I could wish that I myself were cursed and cut off from Christ for the sake of my brothers, those of my own race, the people of Israel” (NIV).

Jesus, Gospels. Jesus, as God and a member of the Trinity, is a leader. He is the King of Kings and the Lord of Lords. In his mission on earth as the God/man, he was called to lead and, as previously noted, his leadership also developed in stages over time, throughout the natural progression of his life. As Jesus prepared to begin his public ministry, he was baptized by John, and upon coming up out of the water, he heard his

Father confirm, “This is my Son, whom I love, with him I am well pleased” (Matthew 3:17 NIV).

A few days later Jesus stood up in the temple and read from Isaiah 61:1-2(NIV), “The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord’s favor... Today this scripture is fulfilled in your hearing.” Jesus came to establish the Kingdom of heaven on earth. This mission would require Jesus to exercise strong, courageous, Spirit-led leadership. To equip him for such leadership, the Spirit of God led Jesus into the wilderness for forty days of prayer and fasting.

Jesus’ wilderness experience was his first major crisis moment in ministry. God used this event to increase Jesus’ capacity to hear his Father’s voice, to resist temptation, and to leverage his entire life, everything he was and had, for the Kingdom of God. In each of Jesus’ temptations Satan offered Jesus a shortcut. He offered Jesus bread without sowing, adventure without risk, and power without pain.¹² Satan tried to convince Jesus to take the path of least resistance. That there was no need for Jesus to suffer, that there was an easier way. And Jesus was faced with many decisions like this throughout his ministry.

Jesus encountered situations where his flesh, his humanity, was longing for what was easy, but the Spirit of God was leading him in another direction. Would he obey and trust his Father, or would he take the easy way out? Jesus always chose to trust and obey, and because he did, he became a redemptive leader. The ultimate redemptive leader.

¹² Phillip Yancy, *The Jesus I Never Knew* (Grand Rapids, MI: Zondervan, 1995), 72.

During Jesus' three years of ministry, he learned over and over again to trust and obey the Father. The result was that, when faced with his most critical crisis moment, he was ready.

His ministry on earth was drawing to a close. Jesus understood that he had come to Jerusalem to offer his life as a sacrifice for human sin. The night of his arrest Jesus and his disciples had gone to the Garden of Gethsemane to pray. Jesus prayed, "My Father, if it is possible, may this cup be taken from me. Yet not as I will but as you will" (Matthew 26:42 NIV) In that moment the humanity of Jesus was longing to avoid the cross, but the Father had called him to offer his life.

Hebrews 5:8(NIV) says, "Although he was a Son, he learned obedience through what he suffered." It was in these moments where Jesus was forced to choose between the desire of his flesh and his Father's will that he learned obedience. It was because of his obedience that he was able to offer his life as an atoning sacrifice for the redemption of mankind. Jesus was a redemptive leader. Through his death, resurrection, and ascension Jesus won everyone's freedom, modeled redemptive leadership, and was exalted above all his creation.

Paul says in Philippians 2:5-11:

Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death even death on a cross! Therefore God exalted him to the highest place and gave him the name that is above every name, that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father.

The biblical and theological framework of this thesis is clearly demonstrated throughout scripture. There are numerous other examples the writer could point out to demonstrate

how God used crisis moments in dozens of other leaders throughout the Bible to develop their leadership capacity.

However, is this always true? Does God work the same way today? Can we observe the same process in contemporary writing and research? This is what we will determine in chapter three of this project by examining critical books in our literature review that speak to God's development of leaders today.

CHAPTER 3

LITERATURE REVIEW

We have demonstrated biblically and theologically that leadership is a function of who we are, that leadership development is a transformational process that happens over time, and that crisis moments serve as transformational moments. Now we will look at the general literature of leadership to demonstrate that these crisis/transformational moments are also recognized as critical in the secular field. In this chapter the writer intends to interface with the available literature in the field of leadership to demonstrate how crisis moments in the lives of leaders propel them through and beyond the character stage in their leadership development.

A Function of Character

Warren Bennis and Burt Nanus report that there are more than 850 definitions of leadership!¹ Each of these definitions captures an important aspect of what it means to lead and to be a leader. However, most of these definitions focus on function—what a leader does, rather than identity—who the leader is. The problem with this view is that it implies that any person can just implement learned skills and principles and lead effectively. But leadership is much more complex than that.

Leaders not only reproduce in their organizations what they know, believe, or teach, they reproduce who they are. Kouzes and Posner in their book, *Credibility*, say this, “The more we study leadership, the more we’re persuaded that leadership

¹Warren Bennis and Burt Nanus, *Leaders: Strategies for Taking Charge* (New York, NY: Harper Collins, 1997), 4.

development is not simply about ‘how to’s.’ It’s also about character development.” And, “The behavior that is modeled becomes the behavior that is followed.”² Therefore, leadership is more than what a leader does; leadership is a reflection of who the leader is.

This philosophical understanding of leadership is important to this project. If leadership development is simply gathering skills or knowledge rather than a transformative process, then crisis moments are not as pivotal. But such is not the case. Despite all the educational resources available today, there is still a shortage of effective leaders. Warren Bennis argues that “the American Revolutionary period produced at least six world-class leaders: Franklin, Jefferson, Washington, Hamilton, Adams, and Madison.” At the time the population in the American colonies was only three million. If we had the same ratio of world-class leaders in America today, there would be more than five hundred.³ Maybe the shortage of world-class leaders in America today is caused by a fundamental misunderstanding of leadership and leadership development.

History and experience indicate that leadership is a transformative process and that crisis moments are an important catalyst in leadership development. Great leaders are made from individuals who have chosen to be shaped and strengthened by years of crisis moments. In the book, *They Found the Secret*, V. Raymond Edman captures the stories of twenty of the most influential Christians of the last two hundred years...men and women like Hudson Taylor, Samuel Brengle, John Bunyan, Amy Carmichael, Oswald Chambers, Charles Finny, John Hyde, D. L. Moody, and Andrew Murray, just to name a few. In this book he describes how each came to a moment of crisis in life and ministry that

² James M. Kouzes and Barry Z. Posner, *Credibility* (San Francisco, CA: Jossey-Bass, 2003), XVI.

³ Henry Blackaby, *Spiritual Leadership*, (Nashville, TN: B&H Publishing Group, 2001), 6.

transformed them completely. Edman says, “The details of their experiences are usually quite different; yet as we listen to their stories and watch their lives, either in our reading or in our contact with them, we begin to see a pattern that reveals their secret. Out of discouragement and defeat they have come into victory. Out of weakness and weariness they have been made strong. Out of ineffectiveness and apparent uselessness they have become efficient and enthusiastic. The crisis of the deeper life is the key that unlocks the secret of their transformation.”⁴ The commitment to capitalize upon crisis moments is a key step on the path toward effective leadership.

Watchman Nee in his Christian classic, *The Release of the Spirit*, describes how brokenness is the bridge to usefulness. He says, “We must know that he who can work for God is the one whose inward man can be released.” Nee uses the term “inward man” to refer to our spirit, that part of us that is united with Christ at conversion. He uses the term “outward man” to refer to our flesh, our natural tendencies. He goes on to say, “The basic difficulty of a servant of God lies in the failure of the inward man to break through the outward man. Therefore we must recognize before God that the first difficulty to our work is not in others but in ourselves.” Nee goes on to point out in the remainder of his book how God uses crisis moments to break our outward man and bring us into full surrender and submission to Christ so that our inward man can be released.⁵ He clearly understands our sanctification or development as a transformational process that happens in us.

⁴ V. Raymond Edman, *They Found the Secret* (Grand Rapids, MI: Zondervan, 1984), 12.

⁵ Watchman Nee, *The Release of the Spirit* (Cloverdale, IN: Sure Foundation Publishers, 1965), 10.

The headline of the January 2010 issue of *Wired Magazine* reads, “Fail! Screw ups, Disasters, Misfires, Flops—Why Losing Big can be a Winning Strategy.” This article goes on to describe how success is often an opportunity created out of failure. In fact Lehrer suggest, “If we can train our brains to embrace failure, we open ourselves to new discoveries.”⁶ Dr. J. Robert Clinton in his book, *The Making of a Leader*, says, “God develops a leader over a lifetime. That development is a function of the use of events and people to impress leadership lessons upon a leader... All leaders can point to critical incidents in their lives where God taught them something very important.”⁷ When people learn to see crises as opportunities for growth and discovery, their failures often become the greatest catalyst for their personal development and advancement.

In a world of increasing uncertainty and instability a more robust understanding of leadership and leadership formation is critical. Bill Hybels says, “The local church is the hope of the world, and its future rests primarily in the hands of its leaders.”⁸ Effective leaders have the power to mobilize the church to fulfill her destiny while undeveloped leaders render the church ineffective. This makes leadership development critical to the future of the church, the spiritual condition of our world, and the glory of God.

George Barna says, “I have reached several conclusions regarding the future of the Christian church in America. The central conclusion is that the American church is dying due to a lack of strong leadership. In this time of unprecedented opportunity and plentiful resources, the church is actually losing influence. The primary reason is the lack

⁶ Jonah Lehrer, “Fail! SCREW UPS, DISASTERS, MISFIRES, FLOPS, Why LOSING BIG can be a WINNING STRATEGY,” *Wired*, January 2010, 80.

⁷ J. Robert Clinton, *The Making of a Leader* (Colorado Springs, CO: Navpress, 1988), 25.

⁸ Bill Hybels, *Courageous Leadership* (Grand Rapids, MI: Zondervan, 2002), 27.

of leadership. Nothing is more important than leadership.”⁹ As John Maxwell often says, “Everything rises and falls on leadership.”¹⁰

Our leadership style, decisions, and effectiveness are a reflection of who we are: our education, our character, our spiritual and relational health, our emotional intelligence, and our experience. Therefore, when we want to improve our leadership, we must change and grow as a person. This is why leadership expert Dee Hock believes leaders should spend 50% of their time and energy on self-leadership.¹¹ To most, this might seem unreasonable, especially in the high-octane pace of American culture. However, when leaders are not growing, their ability to diagnose problems and recognize opportunities is greatly diminished. Therefore, rather than being able to offer accurate solutions to problems or capitalize on on-going opportunities, they are just bouncing from one idea to another, often copying the latest church growth fad. This is not leadership at all and usually results in distrust and resistance from those they are trying to lead. This is why Hybels, in his book *Courageous Leadership*, spends the last four chapters helping leaders understand how to develop themselves as leaders.

What if we have made a huge mistake? The mistake of thinking that leadership is an intellectual exercise rather than a transformational process that fundamentally changes who the leader is? It is clear that the above-mentioned authors consider leadership to be much more than information. They understand leadership development as a transformational process. So what does this process look like?

⁹ George Barna, *Leaders on Leadership* (Ventura, CA: Regal Books, 1997), 18.

¹⁰ John C. Maxwell, *The 21 Irrefutable Laws Of Leadership*, (Nashville, TN: Thomas Nelson, 1998), 225.

¹¹ Hybels, *Courageous Leadership*, 183.

Stages of Transformation

From my research there appears to be a growing awareness that leadership development is a transformational process that happens in stages over time. I have discovered an overwhelming number of authors who have written to support this view of leadership and its development. In fact, over the last five years I have read more than two thousand pages a year on the topic of leadership in more than fifty different books, and I cannot remember a single book that does not clearly describe the importance of the leader's personal transformation. A handful of these authors have not only highlighted the importance of the transformational process but have gone a step further to describe this transformation in stages.

For example, Robert Clinton, professor at Fuller Seminary, and author of *The Making of a Leader*, believes fully-developed leaders pass through a five-stage developmental process and that this process can take as long as sixty years to complete.¹² Hagberg and Guelich in their work, *The Critical Journey*, describe our development as a lifelong journey that happens in six stages. Lee Spitzer in his book, *Endless Possibilities*, describes our development as a five-stage transformational process. Frederick Hudson in his work, *The Adult Years*, describes our transformational process in four stages. In addition to those who have gone as far as identifying stages of development, everyone seems to agree that the transformational process is critical to the success of a leader.

Reggie McNeal writes in his book, *A Work of Heart*, about the importance of spiritual leaders recognizing that leadership is a heart issue, that their first priority must be their own heart. He says leaders have a tendency to focus on developing ministry skills

¹² Clinton, *The Making of a Leader*, 42.

to the neglect of their heart, their inner transformation. He also highlights how God uses all the circumstances in our lives and throughout our lives to develop us. Henry Blackaby in his book, *Spiritual Leadership*, says, “The greatness of an organization will be directly proportional to the greatness of its leader... The key to growing an organization is to grow its leaders... The best thing leaders can do for their organization is to grow personally.”¹³

McIntosh and Rima in their book, *Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction*, discovered that many leaders’ drive to succeed is rooted in unaddressed, dysfunctional character issues. Therefore, the secret to their success eventually became the underlying issue in their failure. They believe that leaders must grow—through what we are calling the character stage of leadership development—in order to protect themselves from disaster. In the introduction to their work they say, “It was during this research that it became clear that a paradox of sorts existed in the lives of most of the leaders who had experienced significant failures: the personal insecurities, feelings of inferiority, and need for parental approval (among other dysfunctions) that compelled these people to become successful leaders were very often the same issues that precipitated their failure. This paradox can be seen in the lives of such varied leaders as Adolf Hitler, General Douglas MacArthur, Richard Nixon, and Senator Gary Hart, to name only a few. It can also be seen in the lives of some of the leaders in the Bible. We then needed to find a way to help leaders recognize and deal with the dark side in themselves.”¹⁴ Empowering leaders to move through the character stage of leadership and

¹³ Blackaby, *Spiritual Leadership*, 31.

¹⁴ Gary L. McIntosh and Samuel D. Rima, Sr., *The Dark Side of Leadership: The Paradox of Personal Dysfunction* (Grand Rapids, MI: Baker Books, 1997), 12.

address these critical character issues in order to maximize their leadership potential is the purpose of this project.

Ron Martoia in his book, *Morph*, says, “The interior life of the leader is the formative factor in shaping the flavor and feel of an environment. Changing a church isn’t really about changing a church; it’s about growing the leader of the church.”¹⁵ Then in chapter six he says this:

Every time you and I come to a snag [*crisis moment*] in our personal lives, marriages, parenting, or leadership, we come to a critical junction. Any snag tells us our skill-set has reached exhaustion. We have hit a plateau in what is available in our arsenal to deal with the current issue... Snags are an invitation to morph [*change*]. At every offered invitation, we have only two options: rest and recede or morph and proceed. For many the work of morphing is just too hard. Letting go of deeply ingrained patterns, asking incessant “why” questions until an answer emerges, or seeking help from somebody who is down the trail a bit further is simply too painful for some. In those cases, the plateau will only last so long before a recession leads to decline. There’s no standing still with God or his church. The other option is to seek help, resources, or mentors; confront inner monsters; and adopt new skills. This option leads to morphic movement deep down inside and the opportunity to proceed further down the path.¹⁶

These authors and leaders understand that becoming a great leader is much more than knowledge, information, skills, or even principles. They understand that leadership development is a transformational process. Dr. Clinton says, “This change takes a

¹⁵ Ron Martoia, *Morph* (Loveland, CO: Group Publishing, 2003), 25.

¹⁶ Martoia, *Morph*, 77.

lifetime.”¹⁷ In fact, it took A.W. Tozer and Watchman Nee more than sixty years, and these were two of the greatest leaders of the twentieth century.¹⁸ If leadership flows out of who we are and leadership development happens in stages over time, what does this leadership development process look like?

The Redemptive Model

In chapter one the writer described the Redemptive Model of Leadership Development that was developed by Dr. Powers in order to describe the transformative process leaders go through. For this project the writer has chosen Dr. Powers’ model because Dr. Powers’ understanding of leadership and the developmental process supports the hypothesis of this project. I also chose Dr. Powers’ model because of my deep familiarity with and learning of this model in my Doctor of Ministry intensives. In addition, Dr. Powers believes that character development is the crucial stage in a leader’s development and that crisis moments create the opportunity for this development to take place. Under his model, leaders experience transformative points that he calls crucible experiences, which move leaders through the stages of development.¹⁹ Dr. Powers believes that leaders must mature beyond externally doing leadership to internally being a leader.²⁰

¹⁷ Clinton, *The Making of a Leader*, 25.

¹⁸ Clinton, *The Making of a Leader*, 41-42.

¹⁹ Class notes by Dr. Harv Powers, Gordon Conwell Theological Seminary, “*Redemptive Leadership and Organizational Development*,” (Charlotte, NC, 2008), 9.

²⁰ Powers, *Class Notes*, 3.

As explained in chapter one, the Redemptive Model is a five-stage transformational process. The first stage is competency. Competency is skill combined with experience. The second stage is principle. This is when we not only know what to do, but we know why we should do it. Stage three is character. Our character is our inner life, what is most true about us. The focus of this project is to understand how God uses crisis moments to push us through the character stage of development and on to the other stages. The writer will describe this critical moment in detail in the next section of this chapter. The fourth stage is the transforming stage. A transformational leader is one who has experienced enough personal development to see the developmental potential in others. Finally, the fifth stage is the redemptive stage. The redemptive leader is one who sees the emerging leader's potential and is willing to sacrifice to see the leadership potential of others redeemed.

Redemption means to purchase back, to set free. Redemptive leaders see the image, glory, and gifts of God in emerging leaders. They give themselves to see the emerging leader live into his or her full Kingdom potential. They help these emerging leaders become who they really are, who God intends them to be. A redemptive leader is especially helpful when an emerging leader experiences failure, is wounded, or suffers a tragedy. Redemptive leaders have experienced enough inner transformation to realize their own depravity and to be surprised and grateful for God's unending grace. This grace has become the theological foundation of their character and ministry and is naturally and automatically offered to everyone they touch. This empowers the redemptive leader to come alongside the fallen, wounded, or defeated and offer strength, hope, and encouragement; the result of this redemptive act is the emerging leader rising up to

capitalize on these moments rather than being destroyed by them. But how do we progress through these five stages in order to become a redemptive leader?

Defining the Catalyst

Now that the writer has offered a general understanding of leadership, shown that leadership development is a transformational process, and has defined the Redemptive Model of Leadership Development, is there enough evidence to conclude that crisis moments are the catalyst for propelling leaders through the character stage of development and maximizing their leadership potential?

President Bill Clinton says it was his failed re-election bid as governor of Arkansas that opened the door for his successful presidential run.²¹ Henry Blackaby says, “For true leaders, failure will not destroy them but will, instead, further develop their character.”²² Great leaders have developed the capacity to learn from and grow through their failures, struggles, and crisis moments. No matter what they go through, it always moves them forward. Throughout history great leaders have had this ability. George Washington is remembered as our first president and a great military general, yet he lost five of his first seven major battles. Winston Churchill is famous for being a courageous leader and refusing to surrender to Germany. However, his political career and personal finances were a mess. Maybe this is why he defined success as “going from failure to failure without loss of enthusiasm.”²³ Abraham Lincoln was bankrupt, a political failure,

²¹ Lehrer, “*Fail!*”, 83.

²² Blackaby, *Spiritual Leadership*, 38.

²³ Blackaby, *Spiritual Leadership*, 34.

and was not even on the ballot in ten states when he was elected president, and yet he became one of our most influential and respected national leaders.²⁴

Larry Crabb says in his book, *Finding God*, that it was the tragic and unexpected death of his brother Bill that taught him to pursue intimacy with God over personal comfort and inspired him to write that book. Then in his book, *Shattered Dreams*, Dr. Crabb argues that God uses crisis moments as the unexpected pathway to intimacy with God and true joy. Bob Record in his book, *Forged by Fire*, describes how God uses trials to shape and strengthen us. My good friend and author Jerome Daley describes in his book, *Soul Space*, how God used his ministry crisis to save his marriage, his family, and his soul.

Gordon MacDonald in his book, *A Resilient Life*, describes how years of enduring physical and psychological pain as a college athlete developed in him the necessary strength to finish his race. Dan Allender, founder of Mars Hill graduate School and author of *Leading with a Limp* says, “To the degree you face and name and deal with your failures as a leader, to that same extent you will create an environment conducive to growing and retaining productive and committed colleagues.”²⁵ He illustrates throughout the book how God uses crisis moments to maximize our leadership potential.

In the book, *The Critical Journey*, Hagberg and Guelich call these crisis moments, “the wall.” “The wall represents our will meeting God’s will face to face. We decide anew whether we are willing to surrender and let God direct our lives. Once we enter this part of stage four, either through crisis, spiritual boredom, or a deep longing, we can

²⁴ Blackaby, *Spiritual Leadership*, 38.

²⁵ Allender, *Leading with a Limp*, 2.

easily become perplexed. Although we deeply desire to give our will over to God, and even believe we are doing so, in truth, we are trying to deal with the wall in the same way we have gotten through life—on strength of our own will or gifts. We try everything we can to scale it, circumvent it, burrow under it, leap over it, or simply ignore it. But the wall remains!”²⁶

Greg Laurie in *Lost Boy*, Gary Bradt in *Ring in the Rubble*, Robert Quinn in *Deep Change*, Wayne Cordeiro in *Leading on Empty*, Craig Groeschel in *Confessions of a Pastor*, Fil Anderson in *Running on Empty*, and Mark Batterson in *In a Pit With a Lion on a Snowy Day* all say the same. Every leadership book on my shelf describes the role of crises in the development of leaders.

Crisis moments are unavoidable, and they contain the power to propel us forward. How we respond to these moments is what determines if they develop us or destroy us. Charles Swindoll says, “Life is 10% what happens to me and 90% how I respond to it.”²⁷ In other words, no matter what happens to me, regardless of my circumstances, I can choose to see the opportunity and leverage these moments to maximize my leadership potential. So then, how do we train leaders to capitalize on these crisis moments?

Capitalizing on Crisis

I will never forget my first week of class in my Doctor of Ministry program, Redemptive Leadership and Organizational Development. My professors asked everyone

²⁶ Hagberg and Guelich, *The Critical Journey: The Stages in the Life of Faith* (Salem, WI: Sheffield Publishing, 1989), 114.

²⁷ Charles Swindoll, “Thinkexist.com Quotations”, http://thinkexist.com/quotes/charles_r._swindoll/. (accessed March 2010).

in the class to make a list of our five highs and five lows in life. After we completed our list, we were told to draw a timeline and chart the highs and lows to see if we could identify any relationships between them. What I discovered that day was amazing. I discovered that each of my lows propelled me into my highs. One by one, each student was invited to share his or her timeline with the class and talk about his or her discoveries. Every person in the class made the same discovery, and the foundation for our Redemptive Leadership program was established. God is in the business of redemption, and often he uses crisis moments to propel us forward. If this is true, how do we train leaders to capitalize on these moments?

With the propositions well defined, researched, and anecdotally demonstrated, these discoveries will be implemented into the core of the leadership development strategy of DayStar Christian Fellowship. The writer intends to accomplish this by developing a leadership development curriculum that will be taught to the staff of DayStar Christian Fellowship during a two-day staff retreat. The curriculum will demonstrate from scripture and literature that God uses crisis moments to develop our leadership potential in order to empower the staff to capitalize on these opportunities. In order to accomplish this, the writer believes it is important to highlight the following four assumptions about leadership development and show why these characteristics are crucial to this study.

Assumption #1: Leadership is fundamentally a function of who we are. The researcher sets out, through writing a leadership development curriculum, to teach the ministry staff of DayStar Christian Fellowship a biblical definition of leadership. For the

purpose of this study it is important to point out that leadership is more than knowledge and skills, which can be learned in a classroom setting. This study will demonstrate that our leadership is a reflection of and flows out of who we are. Therefore, in order to increase our leadership effectiveness, we must continue to grow and learn as leaders.

A critical component to this growth is how leaders effectively process their crisis moments. This growth transcends skills and principles and deals with our internal issues, our character. As a leader matures spiritually, becomes more emotionally and relationally healthy, and continues on his journey toward freedom and strength, his or her leadership capacity increases.

Assumption #2: Leadership development is a transformational process. The writer will demonstrate biblically and theologically that leadership development is a transformational process. This teaching will examine the five biblical characters and other supporting scripture. The writer will also introduce and explain the Redemptive Model of Leadership Development, which lends support to the proposed thesis. The writer will define each stage and offer anecdotal examples to illustrate each stage.

Assumption #3: Crisis moments propel us through the character stage of leadership development. The writer will then demonstrate biblically and theologically that God uses crisis moments to move us into and hopefully beyond the character stage of leadership development. Once again, we will examine five biblical characters to see how God used crisis moments in their lives to develop their character and increase their leadership capacity. Then the writer will utilize an exercise from his doctorate program to help the

staff examine their own life story and discover how God has used crisis moments in their leadership development. This exercise will require each staff person to chart out their five highs and five lows in life on a timeline and share his or her story with the rest of the staff team in order to determine the relationship between these events.

Assumption #4: Leaders flourish when they learn to capitalize on crisis moments in order to maximize their leadership potential. Finally, the writer hopes to empower the staff of DayStar Christian Fellowship to capitalize on crisis moments to maximize their leadership potential by incorporating these four proposals or assumptions into their staff development plan. This will be done in three steps:

1. Each staff member will share his five highs and lows and the connections he or she sees to the entire staff team. This should build trust and vulnerability.
2. This understanding of learning through crisis moments will be incorporated into our spontaneous and bi-annual evaluation process. This will be done by evaluating opportunities, both missed and taken, with direct reports and inviting the team to harvest the learning from these opportunities. In the bi-annual performance review, each staff person will be expected to communicate his or her ministry failures, challenges, or missed opportunities (crisis moments) and what they learned through that experience.

If the staff person has not experienced any crisis moments, they will usually be challenged to be more aggressive in his or her attempt to fulfill his or her ministry responsibilities. Hopefully, this will foster an environment of

creativity, ownership, and risk and will increase growth, learning, and leadership development.

3. The writer will create a brief overview of this project that will be taught at an upcoming DayStar Leadership Summit and captured in booklet form. This booklet can be used to educate new staff, refresh existing staff, and to train emerging leaders. This booklet will be given away in our Serve 301, a class designed to introduce volunteers to ministry involvement at DayStar.

Two Anecdotal Examples

Interview with Pastor Don Miller, Westover Church. Pastor Miller has served as the Senior Pastor of Westover Church in Greensboro, NC, for nineteen years. Westover was founded in 1948 and now has about two thousand regular attendees. Pastor Miller and I met for lunch on Wednesday, September 29, at Jason's Deli. After lunch we talked about the role of crisis moments and the character development of leaders. What follows are his perspectives on the subject.

1. *Have you ever considered the role of crisis moments in your personal leadership development?* Yes, life is the sum of our highs and lows. If you do not learn from the crisis moments you face, you are destined to repeat them. Crisis moments take us to a point where we have never been. They take us beyond what we believe we can handle in order to show us our weakness and teach us to rely on God's strength. The enemy wants to use our trials to take us out. God uses our trials to make us stronger. Of course, it does not appear this way at first. In the crisis we

often are unable to see any positive purpose, but in the end God uses it for our benefit.

2. *Can you see how God has used crisis moments in your life to develop your leadership capacity?* Yes. When I look back on my life, it seems very clear to me that God has used the crisis moments I have faced to deepen and strengthen my character. In fact, I believe those crisis moments have prepared me to lead a large church. Those crisis moments have developed my capacity to live under the pressure associated with leading a church like Westover.
3. *Can you think of an example of a crisis moment that really shaped your character?* When I was fifteen years old, my family moved to a new town. I did not want to move. I did not want to leave my friends. It was the middle of the year, I was a starter on the basketball team, and I assumed there was no way I would find a place on the team at my new school. Well, we moved and on my second day at school the basketball coach approached me and asked if I would like to try out for the team. I made the team, became a team leader, and God used that to teach me that “no matter where you go, you are not alone.” What looked like a crisis taught me one of the most important lessons in my life. God is with me and I can trust Him, no matter where I go. I still lean on that promise today. In fact, that promise gave me the courage to leave a growing church in St. Louis and move to Greensboro to pastor Westover.

A couple of years ago when we were planning to build a new facility, we wrestled with how large a building to construct and how much to spend. At the time the economy was doing great, and one man pledged to give us six million.

So with that pledge in hand we did much more than we would have done without it. Then, of course, the economy turned and the six million dollar gift never materialized. For the first time we were in financial trouble; it was a scary time for the staff and elders because we felt responsible for leading the church into this predicament.

I will never forget the night our staff and elders gathered together to pray. That night we went from saying safe conversational prayers to weeping and crying out to God. It was a real turning point for the church financially, but more importantly it was a real turning point spiritually. We learned to depend on God in a way that we had never imagined before. It was a terrible season to endure but one of the best things that ever happened to us.

4. *Do you think it is possible for leaders to grow without crisis moments?* Yes, I think they can grow...but not in their blind spots, not in the most important and difficult areas of their character.

The biggest mistake I think I have ever made in ministry happened in St. Louis. I started a church there with about thirty people, and after seven years we had over a thousand. However, I had one elder on the elder board who was very controlling. He basically bullied the team to do whatever he thought was best. After putting up with this for years, I finally snapped. I told the elders and this man it was either him or me. Looking back I realize I should have never done that. I should have confronted that elder years before and not allowed it to get to that point. I realized I was avoiding confrontation, and if I was going to be an effective leader, that had to change about me.

So I learned to acknowledge my mistakes, to ask for forgiveness, and to make sure I had a healthy relationship with each of my elders. Those lessons were hard to learn, but they have served me well. Through events like these, I have realized how important brokenness is. That process is where God dislodges us from our self-life so we will learn to rely on his life. God only does that through crisis moments.

5. *Do you do anything to intentionally prepare your staff to effectively process crisis moments?* Yes, we talk about the crises we are facing or have just come through. We talk about what we have learned, what we can do differently next time, and what were the underlying character issues that caused us to handle the situation the way we did. I also preach on learning through crisis moments and have tried to create a culture that is much more open and transparent so we can learn rather than live in denial. We also tell our stories. Our staff and elders are encouraged to share anything they are going through so we can learn as a team to be supportive and help each other learn during these times.
6. *Any other thoughts about crisis moments?* I am just very grateful. I have not had very many crisis moments in my life, and I am glad God has allowed me to learn and grow through them rather than being destroyed by them.

Interview with Bishop George Brooks, Mt. Zion Baptist Church. Bishop Brooks has served as Senior Pastor of Mt. Zion Baptist Church for thirty-five years. Mt. Zion was founded in 1900. Bishop Brooks became the pastor of Mt. Zion in 1975 when the church only had thirty-five members. Today, Mt. Zion has grown to more than five thousand and

is the largest church of any kind in Greensboro, NC. Bishop Brooks and I met for lunch on Thursday, October 28, at Lucky 32. After lunch we talked about the role of crisis moments and the character development of leaders.

1. *Have you ever considered the role of crisis moments in your personal leadership development?* Yes, absolutely. When I look back over my life and ministry, it is easy to see how crisis moments have shaped me.
2. *Can you see how God has used crisis moments in your life to develop your leadership capacity?* Yes. In fact, I believe I have learned far more through my crisis moments than through my successes. We forget about our successes, but our mistakes, our crisis moments, usually leave a scar, and we never forget them. Like Jacob, we live the rest of our lives with a limp, a reminder of the lessons we have learned.
3. *Can you think of an example of a crisis moment that really shaped your character?* When my dad died, it was a real crisis for me. My dad was my hero; we were very close, and I looked to him for everything. When he died, I felt lost. It felt like my best friend and primary advisor was gone. It was a scary time because without him around, I felt unsure about myself as a pastor and leader. I realized that I depended on him too much, and God used his death to build my identity, confidence, and faith. Losing my dad was terrible, but I can see how it helped me.

I also remember when we were about to build our current building. It was a large, expensive step of faith, and one elder was convinced we could not do it. At first, I did not realize how damaging this was, but what I discovered was that

he was influencing the entire team. Nothing he did was productive because he did not believe in the project, and I did not have enough discernment to recognize it. After going through that, I began to read all I could about discernment to make sure I was never in a position like that again.

Another crisis moment in my life was my heart attack. Like many pastors, I am a hard worker and determined to get things done. I am results-oriented, which means that if someone were not getting the job done, I would just step in and make it happen. This resulted in strong growth and fruitful ministry, but it was killing me. I was working twenty-hour days, I was not eating right, and that had gone on for twenty years. So one day while driving down the interstate, I had a heart attack. This taught me how important it was to take better care of myself so I could finish my ministry.

I became a vegetarian, began working twelve-hour days, and learned to delegate. I read everything I could on delegating, which totally changed our leadership structure and church culture. These changes actually caused the church to grow faster and increased trust and humility throughout the church. I realized I had to let people try to do things without jumping in and trying to fix everything. I had to be willing to let people make mistakes. When I did, they grew as leaders, and the church is much better off for it.

4. *Do you think it is possible for leaders to grow without crisis moments?*

No, it is not possible. The things I needed to change, I thought were actually strengths. I had a great father, I was very trusting, and I was a hard worker. What

is wrong with that? The crisis moments exposed areas of weakness that I thought were strengths, things that I would never have changed.

5. *Do you do anything to intentionally prepare your staff to effectively process crisis moments?* We do some cross training. We make sure everyone knows how to do each other's job so if a crisis occurs, we are prepared. We also role-play a lot. We talk about different scenarios and how we would respond. Finally, we try to learn from our mistakes and talk openly about the mistake and what we need to learn.
6. *Any other thoughts about crisis moments?* God uses crisis moments for two primary reasons. First, crisis moments help us mature spiritually. Crisis moments teach us to depend on Jesus. God wants to remove anything in our lives that we use to prop ourselves up and teach us to trust Him. Second, God wants us to develop a supernatural ministry. God wants to display his power and strength in and through us. Again, this only happens after we learn to trust him.

Ultimately, our spiritual usefulness is limited until we have gone through crisis moments. God will target an area of your life that needs to be broken and arrange the circumstances of life by which we are broken. When this happens, we gain a sense of closeness to God and intimacy we have never had before. We gain a new view of God's purpose for our lives, and we gain new power for serving him. If we really are passionate about the bottom line, about ministry results, it forces us to learn and grow through crisis moments. My grandfather use to always say, "Crisis will either cure you or kill you."

Chapter Summary

A survey of biblical evidence and selected literature, combined with the two anecdotal examples previously mentioned, provide significant support for the proposed hypothesis. The writer believes that the ministerial staff at Daystar Christian Fellowship can be trained to understand the role of crisis moments in leadership development in order to maximize their growth and development as leaders. This project will be the focus of the next chapter.

CHAPTER 4

PROJECT DESIGN

The purpose of this chapter is to outline the process that the ministry staff of DayStar Christian Fellowship will go through to complete this project. My hope is that a pre-test and a post-test will confirm increased understanding for taking advantage of their crisis moments. The goal of this project design is to answer the thesis question: will a redemptive leadership training program for the ministry staff of Daystar Christian Fellowship in Greensboro, North Carolina, enable those leaders to capitalize on crisis moments in order to maximize their leadership potential? The researcher hypothesizes that the training of the DayStar staff to understand the role of crisis in their development will result in maximizing their growth and development as leaders.

Assessment Timeframe

In order to determine this, the researcher will use a Time 1/Time 2 (or pre/post) survey that attempts to discover the ministry staff team's understanding of the role of crisis moments in their leadership development at the outset of the project, and then to measure their understanding again at its conclusion. Between the pre-test and post-test the researcher will teach the staff the redemptive leadership curriculum located in appendix two. The researcher is testing whether or not there will be a measurable and significant difference in their understanding of the role of crisis moments from test one to test two after learning the curriculum. The researcher hopes this increased understanding of the role crisis moments play in leadership development will empower the staff to

capitalize on these moments in the future in order to maximize their leadership development.

The survey consists of twelve questions, each having five possible answers, arranged in a Likert scale format, and will be answered anonymously. Each question is designed to measure the staff's understanding of the four leadership assumptions mentioned throughout this project. The survey is found in appendix one. Each survey taken will have a number written on the survey instrument and the same number attached by paper clip. Each staff member will remove that number and keep it until the end of the project. Then, at the conclusion of the project each staff member will take the test for a second time and will attach his or her number to the survey instrument. This will allow the researcher to compare the results from Time 1 to Time 2 to determine if an increase in understanding has indeed occurred.

Training Curriculum

The writer will develop a redemptive leadership training curriculum and teach it to the ministry staff of Daystar Christian Fellowship. This curriculum will be based on the information in this thesis, class notes, class exercises and personal experiences. This curriculum will be taught in a two-day staff retreat. The writer has chosen to teach this in a two-day retreat in order to get a better pre-test/post-test measurement. The writer will then implement a new staff development plan in order to empower the ministerial staff of DayStar Christian Fellowship to capitalize on future crisis moments to maximize their leadership potential. The lessons will be a combination of lecture, interaction, personal

examples, and exercises designed to help students discover how crisis moments have shaped their development.

With the propositions well defined, researched, and anecdotally demonstrated, these discoveries will be implemented into the core of the leadership development strategy of DayStar Christian Fellowship. The curriculum will demonstrate that God uses crisis moments to develop our leadership potential in order to empower the staff of DayStar Christian Fellowship to capitalize on these moments. In order to accomplish this, the writer believes it is important that the curriculum cover these four areas previously mentioned in chapter one.

Assumption #1: Leadership is fundamentally a function of who we are. The researcher sets out, through writing a leadership development curriculum, to teach the ministry staff of DayStar Christian Fellowship a biblical and more holistic definition of leadership. For the purpose of this study it is important to point out that leadership is more than knowledge and skills, which can be learned in a classroom setting. This study will demonstrate that our leadership is a reflection of and flows out of who we are. Therefore, in order to increase our leadership effectiveness, we must continue to grow and learn as leaders.

A critical component to this growth is how leaders effectively process their crisis moments. This growth transcends skills and principles and deals with our internal issues, our character. As a leader matures spiritually, becomes more emotionally and relationally healthy, and continues on his journey toward freedom and strength, his or her leadership capacity increases.

Assumption #2: Leadership development is a transformational process. The writer hopes to demonstrate biblically and theologically that leadership development is a transformational process. This teaching will examine the life of Joseph in order to demonstrate that his leadership development happened in stages over an extended period of time. We will chart Joseph's five highs and five low points, place them on a timeline, and consider their correlation. We will also look at the amount of time and number of crisis moments in Joseph's leadership journey from the time he had his first dream until he was ruling over Egypt. This history will demonstrate his need to grow and mature as a leader, the amount of time this growth required, and the value of his crisis moments in his development.

Assumption #3: The role of crisis moments in our leadership development. The writer will define and illustrate the Redemptive Model of Leadership Development to help the ministry staff at DayStar further understand how leadership development is a transformational process that develops in stages. The writer will define each stage of development and offer several personal examples from his life and the lives of other leaders to illustrate each stage. The writer will give special emphasis to stage three, the character stage, because understanding this stage and the role of crisis moments in stage three are critical to the success of this project. In this section we will study the leadership development of David in order to identify his transformational process.

The writer intends to help the staff recognize how God has used crisis moments in the lives of biblical characters and in their own lives in order to propel them through the

character stage of leadership development. In this section the writer will offer biblical support for the value of crisis moments and then study the five characters highlighted in this project: Joseph, Moses, Jesus, Peter, and Paul. Then the staff will each chart their five high moments and five low moments, place them on a timeline, and share their story with the entire staff team. The purpose will be to demonstrate how crisis moments have served as the catalyst in their leadership development. The writer hopes this will empower the staff to begin capitalizing on crisis moments in the future in order to maximize their leadership potential.

Assumption #4: Can leaders be trained to capitalize on crisis moments in order to maximize their leadership potential? Finally, the writer hopes to empower the staff of DayStar Christian Fellowship to capitalize on crisis moments to maximize their leadership potential by incorporating the information in this project into the staff development plan for Daystar Christian Fellowship. This will be accomplished by training the staff to evaluate their direct reports in a redemptive manner. They should expect their direct reports to make mistakes and help them learn and grow through these mistakes rather than remaining stuck in the first two stages of development as leaders.

Project Preparation Phase

The participants selected for this study are the full-time ministerial staff of Daystar Christian Fellowship. The writer would like to give a brief description of the individuals and their experiences.

Eric Freeman, Worship Culture Pastor, Senior Staff Team: Pastor Freeman is thirty years old, has been married for three years to Amanda Freeman, does not have children, and has served on staff at DayStar since May of 2002. Pastor Freeman earned his Masters of Divinity from Southeastern Baptist Theological Seminary. His father, Pastor Ron Freeman, has served as a Minister of Music for thirty years. Before joining DayStar's staff, Pastor Freeman served as a youth and music intern at First Baptist Church Summerfield in Summerfield, NC. Eric is responsible for overseeing DayStar's worship experiences. He oversees the worship teams, creative teams, production teams, and Cultivate, DayStar's worship training school. Eric also serves on our Senior Staff team and Board of Directors.

Jason Brinkley, Connections Pastor. Pastor Brinkley is thirty-seven years old, has been married for ten years to Amy Brinkley, and has served on staff at DayStar since April of 2009. Pastor Brinkley has three children and one on the way. Pastor Brinkley is completing his Bachelor of Arts in Business Management at John Wesley College. Pastor Brinkley has fourteen years of volunteer ministry experience and has attended DayStar for four years. Pastor Brinkley is responsible for our guest service teams and our assimilation process.

Jonathan Stutts, College and Career Director. Jonathan Stutts is twenty-three years old, has been married for one year to Alexa Stutts, does not have children, and has served on staff since August of 2009. Jonathan earned his Bachelor in Science in nursing and is a registered nurse. This is Mr. Stutts' first vocational ministry experience, but he has

attended and volunteered at DayStar for four years. Mr. Stutts is responsible for overseeing Daystar's college and career ministry and video ministry.

Kathy White, Children's Director. Kathy White is forty-seven years old, has been married to Lee White for twenty-five years, has three children, and has served on DayStar's staff since November of 2008. Mrs. White earned a Bachelor of Science in Sociology from North Carolina State University and has thirty-two years of children's ministry experience. Mrs. White is responsible for overseeing our children's ministry.

Kay Thomas, Kidstuf Director. Kay Thomas is forty-seven years old, has been married to Dan for twenty-three years, and has two children. Mrs. Thomas began attending DayStar and joined the staff team in January of 2009. Mrs. Thomas has a Bachelor of Arts in Music from the University of Wisconsin-Madison and thirty-two years of children's ministry experience. Mrs. Thomas is a part-time employee and is responsible for overseeing the elementary department of DayStar's children's ministry.

Rodney Walker, Small Groups Pastor, Senior Staff Team. Rodney Walker is thirty-four years old, has been married to Malia Walker for fourteen years, has two children and one on the way, and has served on staff at DayStar since August of 2009. Rev. Walker has a Bachelor of Science in Applied Communications from Appalachian State University. Although this is Rev. Walker's first vocational ministry opportunity, his father was a pastor, and he has attended DayStar since February of 2008. Rev. Walker is

responsible for our small group ministry and serves on the Senior Staff Team and Board of Directors.

Seth Tanner, Youth Pastor. Seth Tanner is thirty-two years old, has been married for one year to Meredith Tanner, does not have children, and has served on staff at DayStar since August of 2009. Mr. Tanner has a Masters Degree in secondary education from the University of South Alabama and about eleven years of vocational youth ministry experience. Mr. Tanner was a youth pastor for six years and a camp pastor for Centrifuge camps for five years. Mr. Tanner has attended DayStar for two years and is responsible for junior and senior high youth ministry.

Stephen Popadich, 24/7 Director. Stephen Popadich is twenty-eight years old and is engaged to be married this summer. Mr. Popadich has attended DayStar for three years and has served on staff since July of 2010. Before joining our staff he attended 24/7, a full-time leadership and ministry training school, in Birmingham, Alabama, at Church of the Highlands. Mr. Popadich attended this school in order to be trained to create the same school at DayStar. DayStar's 24/7 program began in September with eight full-time students. Mr. Popadich has a Bachelor of Arts in Art Education from Mercyhurst College.

Tom Mizelle, Executive Pastor, Senior Staff Team. Tom Mizelle is fifty-nine years old, has been married to Kathy for thirty-one years, and has three children and six grandchildren. Pastor Mizelle has served on Daystar's staff since September of 2008. Pastor Mizelle earned his Bachelor of Science in Biochemistry and Zoology from North

Carolina State University. Although this is Pastor Tom's first vocational ministry opportunity, his father was a pastor; in the corporate world Mr. Mizelle was a Marketing Director, COO, and CEO in the pharmaceutical industry. Just prior to joining DayStar's staff, Pastor Tom owned and operated an Edward Jones financial planning business. Pastor Mizelle and Kathy have attended Daystar for four years.

Pastor Mizelle is responsible for all the day-to-day operations of the church. He oversees the church finances, keeps a running agenda for all staff and board meetings, and assists the Senior Pastor any way he can. Pastor Mizelle is a member of our Senior Staff team and Board of Directors.

Trish Gordon, Strategic Growth Planner, Senior Staff Team. Trish Gordon is fifty-five years old, has been married to Roger Gordon for thirty-five years, has three children, and three grandchildren. Mrs. Gordon became a staff member in January of 2002. She has a Bachelor of Science in Nursing from the University of Evansville and is a Registered Nurse. Mrs. Gordon has attended DayStar since the summer of 2001. Mrs. Gordon is responsible for thinking strategically about our growth trends and future plans. She oversees Pastor Brinkley and manages all our growth data. She serves as a member of the Senior Staff team and Board of Directors.

Project Implementation Phase

The ministry staff of DayStar Christian Fellowship met On Wednesday, October 20, and Thursday, October 21, to implement the project. Upon arrival, everyone received a numbered test and was given instructions about how to complete the test. As each staff

person completed the test, they removed the attached number, and turned it in.

Completing the test took approximately ten minutes. Once the pre-test was complete, Pastor Allen taught the staff the Redemptive Leadership Curriculum that is located in Appendix 2.

Once the teaching was complete, the post-test was given out. Each person was asked to write the number from his or her sticky note on the test and attach the sticky note. Then each staff person answered the twelve survey questions. Once the post-test was complete, they were turned in, concluding the implementation phase of this project. In the next chapter the writer will examine the results of implementation phase to determine if the ministry staff of Daystar Christian Fellowship can be trained to capitalize on crisis moments in order to maximize their leadership potential.

CHAPTER 5

PROJECT RESULTS

The writer has tried to demonstrate biblically, theologically, and in the literature review that leadership is primarily a function of our character. The writer also has worked to prove that character-based leadership is a transformational process that happens over time and that crisis moments serve as transformational moments to solidify character. The writer sought to show through the project chosen that transformational moments are indeed as pivotal to the leadership development as posited.

The writer's projects were crafted to see if the leaders at DayStar Christian Fellowship could be trained to understand the opportunity that crisis moments provide in their leadership development and to capitalize on these moments and maximize their leadership potential. The results of the research of this project were informative and encouraging. Not only did the researcher see a significant increase in the staff's understanding and appreciation of crisis moments, but he also gained valuable insights from their feedback during the instruction and the exercises. Therefore, it is the researchers opinion that leaders can be trained to capitalize on crisis moments in order to maximize their leadership potential. Therefore, in this chapter the writer intends to highlight the test results, explain what was learned from each section of the curriculum, and describe the limitations of this study.

Test Results

The test was designed to measure staff members' understanding of the role of crisis moments in their leadership development. The researcher hoped to see an increase

in understanding of crisis moments in order to improve each leader's ability to process them constructively. The statistical synopsis of the results of this test can be examined in Appendix 3. The researcher used a Time 1/Time 2 survey which was a Repeated Measure ANOVA (analysis of variance) design. This analysis tool was chosen in consultation with the statistician as best for analyzing the test results. The results were evaluated by Dr. Sarah Stawiski, Postdoctoral Research Fellow at the Center for Creative Leadership. (Dr. Stawiski's resume can be accessed in Appendix 4) Dr. Stawiski identified a statistically significant growth in understanding of crisis moments from pre-test to post-test. Each of the twelve questions asked of the ministry staff team showed a statistically-significant positive gain from Time 1 to Time 2. The increase in understanding was between .55 and 1.89, and the overall average score on test two for all twelve questions was 1.1545 points higher than test one on a five-point scale.¹ In addition, every member of the staff team showed an increased understanding in the role and value of crisis moments in the developmental process.

In addition to what was learned through the survey, there were several additional discoveries made as the researcher taught through each section of the curriculum. These discoveries will be described in the remaining portion of this chapter.

What is Leadership?

The first portion of the curriculum was designed to show the ministry staff that leadership is more than what they do; it is a reflection of who they are. Each staff person was asked to write his or her own definition of leadership to share with the group. As the

¹ Statistical evaluation provided by Dr. Sarah Stawiskis, Postdoctoral Research Fellow at the Center for Creative Leadership, Greensboro NC.

definitions were read, key words and phrases from each definition were written on a whiteboard. Once this list was complete and examined, it became obvious that the words used to describe effective leadership were primarily character traits—not actions, goals, or skills. This was surprising to the staff team because when they thought about leadership training, they thought of communication, management, team-building, and vision-casting. Although these skills are important, they were able to recognize that their effectiveness was dependent upon the credibility of the leader.

Next, the researcher offered Dr. Power's definition of leadership: "the ability to influence others to release their redemptive potential in fulfilling their purpose under God."² This definition confirmed their discovery by describing leadership as influence and by demonstrating how it requires humility. The implication of this discovery for the staff at DayStar is that leadership development must focus more on character, which drives behavior. It is the writer's opinion, validated by the research from the literature review in chapter two, that this is true.

A Transformational Process

The next section of the curriculum began by studying the life of Joseph. The staff made a list of Joseph's high moments and Joseph's low moments. Then they determined which five events were most significant and placed them on a timeline to determine if there was any correlation between his high and low moments. Joseph's life, perhaps more than any other biblical character, demonstrates how God can use crises to develop one's character.

² Harv Powers, "*Redemptive Leadership and Organizational Development*," (Charlotte, NC, 2008), 9.

The staff could see God's sovereignty, faithfulness, and power throughout Joseph's crisis moments and how those moments were necessary to his leadership development. They found themselves asking questions like, *How else could Joseph have developed all the necessary leadership characteristics to govern a nation without these crisis moments?* It not only looks like God can use these moments but that they are essential.

Another piece of Joseph's story that stood out is the length of time that the developmental process took and the number of experiences necessary to prepare Joseph for leadership. This was encouraging because it helped them feel better about the pace of their own development. From the writer's study of Joseph and other leaders in scripture, it appears that those who are wired to lead are also in a hurry to do so. This may be why Joseph was so outspoken about his dreams early in life; it was indicative of his immaturity and inexperience. Joseph was not prepared for the enormous leadership responsibility he would be given, and as the youngest son on a small farm, his development was limited.

Next, the staff studied David. David is another character that the Bible provides enough information about to see his developmental process. Like Joseph, David learned through a number of crisis moments spread out over a number of years. What stood out in David's story was his failure with Bathsheba and the long-term impact of this mistake. Once his character was compromised, he never quite recovered. David was a great man with tons of potential who did not respond well to the crisis of success; this failure cost him everything. In light of the growing success of DayStar this was an important lesson to learn. The staff recognized the danger of overlooking our own character development

in the midst of so much success. The staff realized that if our personal development does not keep up with the growth of our ministry, eventually we crash.

Limitations

The researcher in this project sought to demonstrate the importance of crisis moments in the developmental process in the lives of leaders. He also sought to show that leaders can be trained to capitalize on these crisis moments. The writer is pleased that both of the aforementioned results were positive. However, there were several questions that were not answered.

This study did not identify specific character qualities that all great leaders must develop. It would be interesting to know what they are and how they might relate to the Redemptive Model. This study did not consider how to best prepare leaders for ministry. This study did not consider ways to speed up the developmental process. This project did not consider how the Redemptive Model relates to the mission or spiritual development of a local congregation. It appears from the writer's experience at DayStar that evangelistically-effective churches respond well to crisis moments. It also appears that churches could find a way to incorporate the Redemptive Model into their discipleship program. As the staff tried to identify which stage of development they were in, it seemed they were in different stages in different areas of life. It also appeared that they might fluctuate between the different stages.

Each of these questions would be interesting to explore, and the writer believes such exploration could add value to this project. Finally, the writer does not have a way

to measure the future impact that this training will have on future staff and leadership development.

Personal Discoveries

In the next section of the curriculum the writer wanted the staff to realize that the transformational process that Joseph and David experienced was not the exception but the norm. In order to accomplish this, the writer taught the staff Dr. Powers' Redemptive Model of Leadership Development. He defined each stage and provided personal stories from his life and the lives of other leaders to illustrate each stage. After teaching the entire model, he gave special attention to the character stage and the role of crisis moments in this stage.

Then the staff studied Romans 8:28-29, James 1:2-5, and Romans 5:3-5 as core passages about the purpose of crisis moments. Next, they identified the transformational moments in the lives of these four leaders: Moses, Jesus, Peter, and Paul. This study was the real turning point for the staff. This was when the staff realized that the primary tool God uses to develop our character is crisis moments. All around the room everyone was noticeably amazed at how consistent and obvious this truth was.

After this study the researcher asked them to chart their own story and share it with the group. What they had already learned made everyone eager to begin this exercise. Then one by one they all shared our story. This was a powerful moment for the staff. Understanding each other's story improved their chemistry as a team. They learned that everyone has experienced crisis moments. They learned that everyone has made big mistakes. It was obvious to us that God has used these moments to develop their

character and prepare them for leadership. They discovered why each staff person is passionate about certain areas of ministry. These discoveries empowered the staff to forgive past offenses and trust God to redeem their pain and leverage it for their personal development.

Then the writer asked them to take some time alone and to ask God, *Are there places in my development where I am stuck? Is there a recurring pattern that could indicate I am not processing crisis moments well?* When the team came back and shared, several people made powerful discoveries that have since empowered them to grow through these moments rather than running from them.

Can it be Trained?

Finally, the researcher wanted to help the staff begin capitalizing on these moments. In order to accomplish this, they utilized an exercise from the writer's third residency. They created a chart with three columns. At the top of the first column was the word "victim." At the top of the second column was the word "survivor," and at the top of the third column was the word "thriver." Then the staff was asked to describe what each word meant. This exercise taught the staff the importance of taking personal responsibility and looking for ways to grow in every crisis.

Then the staff talked about how this learning applies to their direct reports. They discussed the difficulty of holding direct reports, especially volunteers, accountable. They recognized that the lack of accountability was enabling and that the crisis that accountability creates is actually beneficial to emerging leaders. They also realized how understanding the transformative process and redemptive leadership would empower

supervisors to be much more redemptive in their leadership. The staff described how this would shape the staff evaluation process moving forward. This study also increased their feeling of job security and relationship security on the staff team. Several expressed their gratitude to be able to serve in a redemptive environment.

Finally, to conclude the teaching session, the group was reminded by the author of all we went through in 2009. That year was financially very difficult because of the recession. They lost four staff members and a hundred people to a church plant in town. This created a lot of stress, and at times they felt like we were just holding on. However, this crisis moment propelled them into the future. This crisis taught them how to do a better job when hiring staff. They learned how to be more careful with their spending. They were forced to make their ministry more effective and focused. They also gave much more emphasis to prayer than ever before.

All of these lessons and changes made 2010 the best year to date. In contrast, 2009 was the most difficult year in Daystar's ministry. At times the writer was not sure if he could stay in the ministry. However, as they look back, they are so thankful for that year, that crisis, and all the lessons learned. They are so thankful that God uses crisis moments to develop our character and maximize our leadership potential.

APPENDIX 1

PROJECT SURVEY QUESTIONS

1. How easy is it for you to see how God has used crisis moments in your life to develop your leadership capacity?

It is easy 1 2 3 4 5 It is not easy

2. How easy is it for you to see how crisis moments have strengthened and developed your character?

It is easy 1 2 3 4 5 It is not easy

3. How easy is it for you during a crisis moment to anticipate the positive outcome this crisis will have on your life?

It is easy 1 2 3 4 5 It is not easy

4. How easy is it to believe that God is working in your crisis moments for your benefit?

It is easy 1 2 3 4 5 It is not easy

5. How easy is it for you to understand and believe that you can grow through any crisis moment?

It is easy 1 2 3 4 5 It is not easy

6. Do you believe you can learn through a crisis moment that was caused by someone else or circumstances beyond your control?

I do believe 1 2 3 4 5 I do not believe

7. Do you believe the Bible clearly teaches us to trust God during crisis moments because God has promised to use them, all of them, for our benefit?

I do believe 1 2 3 4 5 I do not believe

8. Do you believe crisis moments are the primary tool God uses to develop our character and leadership potential?

I do believe 1 2 3 4 5 I do not believe

9. Do you believe leaders can be trained to capitalize on crisis moments to maximize their leadership potential?

I do believe 1 2 3 4 5 I do not believe

10. Do you believe training leaders to understand the role of crisis moments increases their ability to grow during crisis moments?

I do believe 1 2 3 4 5 I do not believe

11. Do you believe organizations should train leaders to learn from crisis moments in order to maximize their potential?

I do believe 1 2 3 4 5 I do not believe

12. Do you believe God will use crisis moments for your benefit even when you do not understand how or why the crisis occurred?

I do believe 1 2 3 4 5 I do not believe

APPENDIX 2

REDEMPTIVE LEADERSHIP TRAINING CURRICULUM

1. What is Leadership?

- a. Write a definition of leadership. Once everyone defines leadership the definitions are shared with the group and the key words were written on a white board.
 - i. Goal will be to examine everyone's definitions to demonstrate our tendency to think about leadership only in terms of what we do rather than who we are. If the group does define leadership as a function of who we are the instructor will simply point out that they already know and agree that this is true.
 - ii. Offer Dr. Power's definition, "Influence others to release their redemptive potential in fulfilling their purpose under God."
 1. What is different about this definition?
 - a. Influence- much more than telling people what to do
 - b. Others centered- Their potential and purpose
 2. What does it take to be this kind of leader?
 - a. Humility- Awareness of my humanity, my limitations and God's sovereignty
 - b. Experience

2. Leadership development is a Transformational process.

- a. Chart Joseph's five highs and five lows
 - i. Vision
 - ii. Slavery- leadership
 - iii. Falsely accused- leadership/gift of interpretation
 - iv. Forgotten- Pharaoh's dream
 - v. Famine- Leadership
 - vi. Reunion- Reconciliation
- b. Point out the amount of time and number of experiences necessary to prepare Joseph for leadership.
- c. Activity: Character Analysis; David
 - i. Do you think David was this kind of leader? Why or why not?
 - ii. What were the shaping influences in David's life?
 - 1. Youngest brother
 - 2. Shepherd
 - 3. Crisis moments: Lion/bear, Goliath, Philistines, Saul
 - iii. What were some of the lessons these experiences taught David?

For example: I can trust God, I am not alone, God can promote me, God can use me, and I need others around me.

3. The role of crisis moments in our leadership development

- a. The Redemptive Model of Leadership development.
 - i. Define the five stages of the redemptive model and illustrate with personal examples.

- ii. Attempt to which developmental stage you are in. (allow to fifteen minutes of reflection) In Ministry, In Marriage and/or family, With kids and/or friends.
- b. Focus on the character stage of leadership development and the important of transitioning through that stage. Offer personal examples of the danger of getting stuck in that stage.
- c. Read and discuss Romans 8:28-29, James 1:2-5, Romans 5:3-5.
- d. Identify the transformational moments in the life of each leader to determine what propelled him forward. Four Characters: Moses, Jesus, Peter, and Paul.
- e. Activity: Chart your life story. Begin by making a list of your five highest moments and your five lowest moments. This place those events on a time line in order to identify their correlation.
- f. Share your story with the staff team. I went first to demonstrate out of my own life and experience and highlighted these two important events:
 - i. My marriage crisis: Moving beyond following rules
 - ii. Being fired from my first church: Humility
- g. Activity: When you look at your crisis moments can you identify a common cause. In other words, is there a character issue God is attempting to move you through that you have avoided so far? (Allow 15 minutes to reflect)

4. Can people be trained to capitalize on crisis moments to maximize their leadership potential?

- a. What is the key to capitalizing on crisis moments? How do we help people thrive?
- b. Activity: Victim, Survivor, Thriver chart. Create a chart with these three words across the top. Under each word create a list of words that describes what it means to be a victim, survivor, or thriver.
 - i. What are the differences?
 - ii. Which label is it easiest for you to identify with?
 - iii. Why is it important to help people thrive?
- c. What is the secret to helping others thrive?
- d. Activity: Discuss how to handle crisis moments in the lives of their direct reports or those they do ministry with. Develop a personal plan for responding to crisis moments that will empower you to capitalize on these moments in order to maximize your potential.

APPENDIX 3, RESULTS OF PROJECT SURVEY
Pre-Test 1
Test Subjects and Answers (Answer Range 1-5)

	#1	#2	#3	#4	#5	#6	#7	#8	#9	Avg
1	2	2	2	4	2	3	2	2	3	2.44
2	1	2	2	4	2	2	2	3	2	2.22
3	2	3	4	2	3	2	3	2	4	2.77
4	3	3	2	2	2	2	4	2	4	2.66
5	2	2	1	3	2	2	3	2	2	2.11
6	1	1	1	3	2	3	3	2	2	2
7	2	2	1	2	2	2	1	1	1	1.55
8	3	3	3	2	3	4	3	3	3	3
9	2	3	1	1	2	2	2	1	2	1.77
10	1	2	2	2	2	2	3	2	3	2.11
11	1	2	1	1	2	2	2	1	2	1.55
12	1	2	1	2	2	2	2	2	2	1.77

overall average 2.1625

Post-Test 2
Test Subjects and Answers (Answer Range 1-5)

	#1	#2	#3	#4	#5	#6	#7	#8	#9	Avg.	Delta
1	1	1	1	1	1	1	1	1	1	1	-1.44
2	1	1	1	1	1	1	1	1	1	1	-1.22
3	2	2	2	1	1	1	2	2	2	1.66	-1.11
4	2	1	1	1	1	1	1	1	1	1.11	-1.55
5	1	1	1	1	1	1	1	1	1	1	-1.11
6	1	1	1	1	1	2	1	1	1	1.11	-.89
7	1	1	1	1	1	1	1	1	1	1	-.55
8	1	1	1	1	1	1	1	1	2	1.11	-1.89
9	1	1	2	1	1	1	1	2	1	1.22	-.55
10	1	1	1	1	1	1	1	1	1	1	-1.11
11	1	1	1	1	1	1	1	1	1	1	-.55
12	1	1	1	1	1	1	1	1	1	1	-.77

overall average 1.008 1.154

APPENDIX 4

RESUME, DR. SARAH A. STAWISKI

**201-1F McAdoo Ave.
Greensboro, NC 27406**

**sarahstawiski@gmail.com
(773) 412-2224**

CURRENT POSITION

Postdoctoral Research Fellow at the Center for Creative Leadership

EDUCATION

Ph.D., Applied Social Psychology, Loyola University Chicago, 2008

Dissertation Title: The Effects of Ethical Climate on the Use of Deception in Group and Individual Negotiation

Advisor: R. Scott Tindale, Ph.D.

M.A., Applied Social Psychology, Loyola University Chicago, 2003

Thesis Title: The Effects of Shared Identity on Evaluations of Authority Figures

Advisor: R. Scott Tindale, Ph.D.

B.A., Psychology, University of California, San Diego, 1998

RESEARCH INTERESTS

Small group decision making and problem solving, leadership, business ethics, group negotiation behavior and performance, organizational culture

TEACHING EXPERIENCE

Undergraduate Introduction to Social Psychology

Undergraduate Introduction to Research Methods

Undergraduate Industrial/Organizational Psychology

Undergraduate Lab in Social Psychology

ADDITIONAL TEACHING INTERESTS

Group Processes

Principles of Leadership

Organizational Behavior

Introductory Statistics

Organizational Culture

Program Evaluation

Advanced Research Methods

Survey Methodology

AWARDS AND FELLOWSHIPS

Postdoctoral Research Fellowship, Center for Creative Leadership, 2009-2011

ABD Tuition Award, 2007-2008

Victor J. Heckler Fellowship, 2006-2007
Nominee, James E. Johnson Excellence in Graduate Teaching Award, 2006
Research Fellowship, Center for Urban Research & Learning, 2005-2006
Assistantship & Tuition Fellowship, Loyola University Chicago, 2003-2005
Assistantship & Tuition Fellowship, Loyola University Chicago, 2002-2003

PUBLICATIONS (Peer-reviewed journals)

Stawiski, S., Tindale, R.S., Dykema-Engblade, A. (2009). The effects of ethical climate on group and individual level deception in negotiation. *International Journal of Conflict Management*, vol. 20(3).

George, C., Chernega, J.N, **Stawiski, S.**, Figert, A., & Bendixen, A. V. (2008). Connecting fractured lives to a fragmented system: Chicago Housing for Health Partnership. *Equal Opportunities International*, vol. 27 (2), p. 161-180.

PUBLICATIONS (Book chapters and contributions)

Stawiski, S. (2010). Fixing Schools by Telling Lies? In L. Black (Ed.), *Group Communication: Cases for Analysis, Appreciation and Application*. Dubuque: Kendall Hunt.

Tindale, R. S., & **Stawiski, S. (2010).** Socially shared cognitions. In J. M. Levine & M. A. Hogg (Eds.) *Encyclopedia of group processes and intergroup relations* (pp. 811 - 815). London: Sage Publications.

Dykema-Engblade, A., & **Stawiski, S. (2008).** Employment and Retirement Concerns for Persons with Developmental Disabilities. In A. Rotatori & F. Obiakor (Eds.) *Advances in Special Education: A review of procedures to assess individuals with developmental disabilities* (vol 18). London: Elsevier.

Tindale, R. S., **Stawiski, S.**, & Jacobs, E. (2007). Shared cognition and group learning. In V. Sessa & M. London (Eds.), *Work group learning: Understanding, improving, and assessing how groups learn in organizations* (pp. 73 – 90). New York: Lawrence Erlbaum Associates.

UNDER REVIEW

Gentry, W.A., Eckert, G., Munusamy, V. P., **Stawiski, S.**, & Martin, J. (under review). *What topics should be taught in leadership development: A qualitative and quantitative, cross-country investigation.* (Academy of Management Learning & Education).

Stawiski, S., Dykema-Engblade, A., & Tindale, R.S. (under review). *The roles of shared stereotypes and shared processing goals on mock jury decision making.* (Basic and Applied Social Psychology).

Stawiski, S., Gentry, W.A., & Baranik, L.E. (under review). *Can employees of every age have it all? Examining the relationship between work-life balance and promotability for Baby Boomers and "Gen X'ers."* S. E. Sullivan & S. G. Baugh (Eds.), *Research in careers: Vol. 3. Finding Balance.*

ACADEMIC CONFERENCES

Stawiski, S., Gentry, W.A., Graves, L., Deal, J., Ruderman, M., & Weber, T. (under review). *Managerial Promotability: The Roles of Supervisor Support and Mentoring Subordinates.*

Gentry, W.A., Ruderman, M., **Stawiski, S.**, Eckert, G., & Lyness, K. (under review). *Managerial Benefits of Providing Developmental Relationships: A Qualitative, European Perspective.*

Patterson, A., Gentry, W.A., Gilmore, D., & **Stawiski, S.** (under review). *What Managerial Skills are Important for Success: A Cross-Country Comparison.*

Nargang Chernega, J., **Stawiski, S.**, Figert, A. & George, C. (2007). *Shifting Identities: Homeless Individuals and the Transition to Housing.* Paper presented to the Society for the Study of Social Problems, New York, NY.

Fugate, M. George, C. **Stawiski, S.** & Haber-Barker, N. (2006). *Methodological Concerns and Solutions in Interviewing Domestic Violence Victims: Lessons Learned from an Evaluation of a DV Help Line.* Paper presented at the American Evaluation Association, Portland, OR.

Tindale, R. S., **Stawiski, S.**, Dykema-Engblade, A., & Wittkowski, E. (2006). *Minority influence, rationality, and ingroup protection.* In C. Smith and A. Gardikiotas (co-convenors) Social and cognitive processes in minority influence. Symposium presented at the 26th International Congress of Applied Psychology, Athens, Greece.

Stawiski, S., Dykema-Engblade, A., Wittkowski, E., Starkel, R., Jacobs, E., Tindale, R.S., & Smith, C. (2006). *Shared Stereotypes vs. Shared Processing Goals for Mock Juries*. Poster presented at the Midwestern Psychological Association, Chicago, IL.

Tindale, R.S., Smith, C., Dykema-Engblade, A., **Stawiski, S.**, Wittkowski, E. & Meisenhelder, H. (2005, May). Shared conversational norms and group performance in syllogistic reasoning. In E.S. Park, T. Reiner & V.B. Hinsz (Organizers), *Strategies of Information Processing in Groups*. Symposium conducted at the Midwestern Psychological Association, Chicago, IL.

Dykema-Engblade, A., **Stawiski, S.**, Wittkowski, E., Tindale, R.S. & Smith, C. (2005). *Group and individual tendencies in cooperative and competitive situations: further explorations of the individual-group discontinuity effect*. Poster presented at the Midwestern Psychological Association, Chicago, IL.

Wittkowski, E., **Stawiski, S.**, Dykema-Engblade, A., Tindale, R.S. & Smith, C. (2005). *Instruction manipulation and the inclusion and Exclusion Discrepancy*. Poster presented at the Midwestern Psychological Association, Chicago, IL.

Stawiski, S., Tindale, R.S. & Edwards, J.E. (2004). *The effects of shared identity on evaluations of authority figures*. Poster presented at the Midwestern Psychological Association, Chicago, IL

Dykema-Engblade, A., Dick, E., **Stawiski, S.**, Tindale, R.S., & Smith, C. (2004). *Comparing groups and individual judgments on the inclusion-exclusion discrepancy*. Poster presented at the Midwestern Psychological Association, Chicago, IL

Dykema-Engblade, A., Dick, E., **Stawiski, S.**, Tindale, R.S., & Smith, C. (2004). *Inclusive and Exclusive Modes of Thinking in Groups: A Signal Detection Analysis*. Poster presented at the American Psychological Society, Chicago, IL

Stawiski, S., Dick, E., Dykema-Engblade, A., Tindale, R.S., Smith, C., Ottati, V., & Kashima, Y. (2004). *Category accessibility and impression formation in a small group context*. Poster presented at the American Psychological Society, Chicago, IL

Dick, E., Dykema-Engblade, A., **Stawiski, S.**, Koenig, C., & Smith, C. (2003). *Conversational norms and syllogistic reasoning problems*. Poster presented at the Midwestern Psychological Association, Chicago, IL

Donovan, K., Roque, L. & **Stawiski, S.** (2002). *An evaluation of two Chicago-based HIV prevention programs*. Poster presented at the semi-annual grantee meeting of the Center for Substance Abuse Treatment, Washington, D.C.

TRADE SHOW CONFERENCES

Fulton, B., Wolosin, R., Turner, M. & **Stawiski, S.** (2008). *Looking Good: Create a Healing Office Environment*. Presentation at the Medical Group Management Association annual conference, San Diego, CA.

Fulton, B., Mirsch, T., & **Stawiski, S.** (2008). *At Home in the Center of Care*. Presentation at the National Home Care and Hospice Conference in Ft. Lauderdale, FL.

REPORTS & WHITE PAPERS

Deal, J., **Stawiski, S.**, Ruderman, M., & Gentry, W. (2010). *Workplace Attitudes 2010: Positive Managers, Positive Organizations (Despite Everything)*. QuickView Leadership Series Report published by the Center for Creative Leadership.

Stawiski, S., Deal, J., & Gentry, W. (2010). *Employee Perceptions of Corporate Social Responsibility. The Implications for Your Organization*. QuickView Leadership Series Report published by the Center for Creative Leadership.
<http://www.ccl.org/leadership/pdf/research/EmployeePerceptionsCSR.pdf>

Deal, J., **Stawiski, S.** & Gentry, W. (2010). *Employee Engagement: Has it been a Bull Market?* Report published by the Center for Creative Leadership & sponsored by Booz Allen Hamilton.
<http://www.ccl.org/leadership/pdf/research/EmployeeEngagement.pdf>

Stawiski, S., Deal, J., & Ruderman, M. (2010). *Building Trust in the Workplace: A Key to Retaining Women*. QuickView Leadership Series Report published by the Center for Creative Leadership.
<http://www.ccl.org/leadership/pdf/news/BuildingTrustInTheWorkplace.pdf>

Saxton, J., Finklestein, M., Bavin, S., & **Stawiski, S.** (2008). *Reduce Liability Risk by Improving Your Patient Satisfaction*. White paper published by Press Ganey Associates.

Stawiski, S., Bavin, S., & Fulton, B. (2008). *The Impact of Patient Satisfaction on Pay-for-Performance in Medical Practices*. White paper published by Press Ganey Associates.

George, C., Figert, A., Nargang Chernega, J. & **Stawiski, S.** (2006). *Connecting fractured lives to a fragmented system: A process evaluation of the Chicago Housing for Health Partnership*. Internal report submitted to AIDS Foundation Chicago.

Sharma, A., & **Stawiski, S.** (2006). *Strategic Plan for the Community and Economic Development Team at Access Living*. Internal report submitted to Access Living Center for Independent Living.

George, C., Fugate, M., Haber, N. & **Stawiski, S.** (2005). *From the Perspective of Diverse Users: An Evaluation of the City of Chicago Domestic Violence Help Line*. Technical Report submitted to the National Institute of Justice.

RESEARCH & CONSULTING POSITIONS

Research Associate, Press Ganey Associates, 1/2008 to 8/2009.

University: Community Research Coordinator, Center for Urban Research and Learning, 5/2006 to 1/2008.

Graduate Research Fellow, Center for Urban Research and Learning, 5/2005 to 5/2006.

Graduate Research Assistant, Department of Psychology, Loyola University Chicago, Dr. Scott Tindale's Research Lab, 8/2003 to 5/2005.

Research Compliance Intern, Office of University Research Services, Loyola University Chicago 8/2002 to 5/2003.

Program Evaluator, under supervision of Dr. Art Lurigio, Loyola University Chicago, 12/01 to 3/03.

Clinical Research Coordinator, Synergy Clinical Research Center, 9/1998 to 4/2001.

PROFESSIONAL AND COMMUNITY SERVICE

Reviewer, Kenneth E. Clark Student Research Award, 2009-2010

Mentor, YMCA/CCL Black and Hispanic Achievers Program, 2009-2010

Volunteer Judge, Loyola University Chicago's "Ethics Bowl," 2007

Mentor, Boys and Girls Club of Chicago, 2004-2005

Volunteer, Active Students for Kids Program, 1997-1998

OTHER ACTIVITIES & AFFILIATIONS

Orienteering Specialist, CCL Orienteering Program, 2010-present

Program Designer, YMCA/CCL Black and Hispanic Achievers Program, 2009-2010

Participant, ROI Institute Seminar, 2009

Participant, Dale Carnegie Institute Public Speaking Seminar, 2008

Member, Press Ganey Employee Satisfaction Committee, 2008
Member, Chicago Industrial/Organizational Psychology (CIOP) Organization
Member, American Psychological Association
Spanish language student, Escuela Meditterania, Intensive Spanish Language Program,
Denia, Spain, 2001
Spanish language student, Institute of Social and International Studies, Barcelona, Spain,
1996

BIBLIOGRAPHY

- Allender, Dan B. *Leading With A Limp*. Colorado Springs, CO: WaterBrook Press, 2006.
- Anderson, Fil. *Running On Empty*. Colorado Springs, CO: WaterBrook Press, 2004.
- Batterson, Mark. *In A Pit With A Lion On A Snowy Day*. Sisters, OR: Multnomah Publishers, 2006.
- _____. *Wild Goose Chase*. Colorado Springs, CO: Multnomah Books, 2008.
- Bennett, Bill. *The Indispensable Role Of The Holy Spirit*. Boone, NC: L'Edge Press, 2010.
- Bennis, Warren and Burt Nanus. *Leaders: Strategies for Taking Charge*. New York: NY: HaperCollins, 1997.
- Bell, Rob. *Velvet Elvis*. Grand Rapids, MI: Zondervan, 2005.
- Blackaby, Henry. *Spiritual Leadership*. Nashville, TN: B&H Publishing Group, 2001.
- Blackaby, Henry and Melvin Blackaby. *Experiencing the Spirit*. Colorado Springs, CO: Multnomah Books, 2009.
- Bevere, John. *Drawing Near*. Nashville, TN: Thomas Nelson, 2004.
- Bradt, Gary. *The Ring In The Rubble*. New York, NY: McGraw-Hill, 2007.
- Brinckerhoff, Peter C. *Faith-Based Management*. New York, NY: John Wiley & Sons, 1999.
- Caldwell, Kirbyjon and Walt Kallestad. *Entrepreneurial Faith*. Colorado Springs, CO: Waterbrook Press, 2004.
- Callahan, Kennon L. *Effective Church Leadership*. San Francisco, CA: Jossey-Bass, 1990.
- Charles Swindoll, http://thinkexist.com/quotes/charles_r._swindoll/, Internet.
- Cladis, George. *Leading the Team-Based Church*. San Francisco, CA: Jossey-Bass, 1999.

- Clinton, J. Robert. *The Making Of A Leader*. Colorado Springs, CO: Navpress, 1988.
- Collins, Jim. *Good to Great*. York, NY: HapperCollins Publishers, 2001.
- _____. *How The Mighty Fall*. New York, NY: HapperCollins Publishers, 2009.
- Coreiro, Wayne. *Leading On Empty*. Minneapolis, MN: Bethany House, 2009.
- Crabb, Larry. *Finding God*. Grand Rapids, MI: Zondervan, 1993.
- _____. *Inside Out*. Colorado Springs, CO: Navpress, 1998.
- _____. *Shattered Dreams*. Colorado Springs, CO: WaterBrook Press, 2001.
- Curtis, Brent and John Eldredge. *The Sacred Romance*. Nashville, TN: Thomas Nelson, 1997.
- Cymbala, Jim. *Break Through Prayer*. Grand Rapids, MI: Zondervan, 2003.
- _____. *Fresh Faith*. Grand Rapids, MI: Zondervan, 1999.
- _____. *Fresh Wind, Fresh Fire*. Grand Rapids, MI: Zondervan, 1997.
- Daley, Jerome. *Soul Space*. Nashville, TN: Integrity Publishers, 2003.
- DeHaan, Dan. *The God You Can Know*. Chicago, IL: Moody Press, 1982.
- Donahue, Bill and Russ Robinson. *Building A Church Of Small Groups*, Grand Rapids, MI: Zondervan, 2001.
- Edman, Raymond V. *They Found the Secret*. Grand Rapids, MI: Zondervan, 1960.
- Eldredge, John. *The Journey of Desire*. Nashville, TN: Thomas Nelson, 2000.
- _____. *Waking the Dead*. Nashville, TN: Thomas Nelson, 2003.
- Fernando, Ajith. *Jesus Driven Ministry*. Wheaton, IL: Crossway Books, 2002.
- Folger, Joseph P., Marshall Scott Poole and Randall K. Stutman. *Working Through Conflict*. Boston, MA: Allyn and Bacon, 2005.

- Ford, Leighton. *Transforming Leadership*. Downers Grove, IL: Intervarsity Press, 1991.
- Furtick, Steve. *Sun Stand Still*. Colorado Springs, CO: Multnomah Books, 2010.
- Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership*. Boston, MA: Harvard Business School Press, 2002.
- Gordon, Jon. *The No Complaining Rule*. Hoboken, NJ: John Wiley & Sons, 2008.
- Groeschel, Craig. *Confession Of A Pastor*. Sisters, OR: Multnomah Books, 2006.
- Heifetz, Ronald A., and Marty Linsky. *Leadership On The Line*. Boston, MA: Harvard Business School Press, 2002.
- Hession, Roy. *The Calvary Road*. Fort Washington, PA: Christian Literature Crusade, 1950.
- Hull, John, and Tim Elmore. *Pivotal Praying*. Nashville, TN: Thomas Nelson, 2002.
- Hybels, Bill. *Courageous Leadership*. Grand Rapids, MI: Zondervan, 2002.
- Katzenbach, Jon R. *Teams at the Top*. Boston, MA: Harvard Business School Press, 1998.
- Kotter, John P. *Leading Change*. Boston, MA: Harvard business School Press, 1996.
- Kouzes, James M., and Barry Z. Posner. *Credibility*. San Francisco, CA: Jossey-Bass, 2003.
- _____. *Encouraging The Heart*. San Francisco, CA: Jossey-Bass, 2003.
- _____. *The Leadership Challenge*. San Francisco, CA: Jossey-Bass, 2002.
- Laurie, Greg. *Lost Boy*. Ventura, CA: Regal, 2008.
- Lehrer, Jonah, "Fail! SCREW UPS, DISASTERS, MISFIRES, FLOPS, Why LOSING BIG can be a WINNING STRATEGY," *Wired*, (Jan 2010): 78-109.
- Lencioni, Patrick. *The Five Dysfunctions Of A Team*. San Francisco, CA: Jossey-Bass, 2002.

- MacDonald, Gordon. *A Resilient Life*. Nashville, TN: Thomas Nelson, 2004.
- Mac Millan, Pat. *The Performance Factor*. Nashville, TN: Broadman & Holman Publishers, 2001.
- Malphurs, Aubrey. *Values-Driven Leadership*. Grand Rapids, MI: Baker Books, 1996.
- McIntosh, Gary L. and Samuel D. Rima, Sr. *Overcoming the Dark Side of Leadership*. Grand Rapids, MI: Baker Books, 1997.
- Mandion, OG. *The Greatest Salesman In The World*. New York, NY: Frederick Fell, 1972.
- Martoia, Ron. *Morph*, Loveland, CO: Group Publishing, 2003.
- Maxwell, John. *THE 21 IRREFUTABLE LAWS OF LEADERSHIP*. Nashville, TN: Thomas Nelson, 1998.
- Nee, Watchman. *Spiritual Authority*, New York, NY: Christians Fellowship Publishers, 1972.
- _____. *The Normal Christian Life*. Carol Stream, IL: Tyndale, 1977.
- _____. *The Release of the Spirit*. Cloverdale, IN: Sure Foundation Publishers, 1965.
- Nelson, Alan E. *Spirituality & Leadership*. Colorado Springs, CO: NavPress, 2002.
- Ping, Dave, and Anne Clippard. *Quick-to-Listen Leaders*. Loveland, CO: Group Publishing, 2005.
- Platt, David. *Radical*. Colorado Springs, CO: Multnomah Books, 2010.
- Powers, Harv. *Class Notes*. Redemptive Leadership and Organizational Development, Gordon-Conwell Theological Seminary, Charlotte, NC, 2008.
- Quinn, Robert E. *Building The Bridge As You Walk On It*. San Francisco, CA: Jossey-Bass, 2004.
- _____. *Deep Change*, San Francisco, CA: Jossey-Bass, 1996.

Reccord, Bob. *Beneath the Surface*. Nashville, TN: Broadman & Holman Publishers, 2002.

_____. *Forged By Fire*. Nashville, TN: Broadman & Holman Publishers, 2000.

Richardson, Carol Hill. *Why Do We Struggle So?*. Hagerstown, MD: EBED Publications, 1997.

Robertson, Archibald Thomas. *Word Pictures in the New Testament*, Vol. IV, Nashville, TN: Broadman Press, 1931.

_____. *Word Pictures in the New Testament*, Vol. VI, Nashville, TN: Broadman Press, 1931.

Scazzero, Peter. *Emotionally Healthy Church*. Grand Rapids, MI: Zondervan, 2003.

_____. *Emotionally Healthy Spirituality*. Franklin, TN: Integrity Publishers, 2006.

Snider, Ronald, Philip N. Olson, and Heidi Rolland Unruh. *Churches That Make A Difference*. Grand Rapids, MI: Baker Books, 2002.

Susek, Ron. *Firestorm*. Grand Rapids, MI: Baker Books, 1999.

Thrall, Bill, Bruce McNicol, and John Lynch. *TrueFaced*. Colorado Springs, CO: Navpress, 2003.

Welch, Bobby. You, *The Warrior Leader*. Nashville, TN: Broadman & Holman Publishers, 2004.

Wilkerson, Bruce. *Secrets of The Vine*. Sisters, OR: Multnomah Publishers, 2001.

Willard, Dallas and Randy Frazee. *Renovation Of The Heart*. Colorado Springs, CO: 2005.

Yancy, Philip. *Prayer*. Grand Rapids, MI: Zondervan, 2006.

_____. *The Jesus I Never Knew*, Grand Rapids, MI: Zondervan, 1995.

VITA

JOHN ALLEN HOLMES

Married: Tina Lennon Holmes

Children: Luke, Abby, Isabella Holmes

Reside: Greensboro, NC

Born: November 26, 1972, Fayetteville, NC

EDUCATION

Doctor of Ministry, Redemptive Leadership and Organizational Development

2007 – Present. Graduation expected May 2011

Gordon Conwell Theological Seminary

Charlotte, NC

Bachelor of Arts, Communication Studies, 1991-1996

University of North Carolina at Wilmington

Wilmington, NC

Master of Divinity with Biblical Languages, 1996-2000

Southeastern Baptist Theological Seminary

Wake Forest, NC

MINISTRY EXPERIENCE

Pastor, Corinth Baptist Church: January 1999- August 2000

Lead Pastor, Daystar Church: October 2000- Present